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Postsecondary Enrollment

Enrollment in Postsecondary Institutions, Fall 2001 and Financial Statistics, Fiscal Year 2001

Laura G. Knapp, Janice E. Kelly, Roy W. Whitmore, Shiyong Wu, Burton Levine, and Seungho Huh

This article was originally published as the Summary of the E.D. TAB report of the same name. The universe data are from the NCES Integrated Postsecondary Education Data System (IPEDS).

Introduction

This report presents findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2002 data collection, which included enrollment data for fall 2001, financial statistics for fiscal year 2001, and student financial aid data for the 2000–01 academic year. These data were collected through the IPEDS web-based data collection system.

IPEDS began collecting data in 1985 from all postsecondary institutions in the United States (the 50 states and the District of Columbia) and its outlying areas.¹ For IPEDS, a postsecondary institution is defined as an organization that is open to the public and has as its primary mission the provision of postsecondary education. IPEDS defines

postsecondary education as formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school. This includes academic, vocational, and continuing professional education programs and excludes institutions that offer only avocational (leisure) and adult basic education programs.

Participation in IPEDS is a requirement for the 6,615 institutions that participated in Title IV federal student financial aid programs such as Pell Grants or Stafford Loans during the 2001–02 academic year.² In addition, some of the 81 central and system offices included in IPEDS are required to respond to the Finance component of the survey

¹The outlying areas are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

²Institutions participating in Title IV programs are accredited by an agency or organization recognized by the U.S. Department of Education, have a program of over 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement (PPA) with the Office of Postsecondary Education (OPE), U.S. Department of Education.

if they have their own operating budgets (separate from the budgets of the individual campuses). Institutions that do not participate in Title IV programs may participate in the IPEDS data collection on a voluntary basis.

Tabulations in this report present data collected from the 6,615 Title IV institutions in spring 2002. Institutions provided enrollment, finance, student financial aid, and graduation rate data. Graduation rate data are not included in this report because the Title IV 4-year institutions were not required to provide these data in spring 2002.³

Characteristics of Enrolled Students

In fall 2001, Title IV institutions in the United States and its outlying areas enrolled 16.6 million students (table A). Of these, 86.5 percent were enrolled in undergraduate programs, 11.6 percent were enrolled in graduate programs, and 1.9 percent were enrolled in first-professional programs. The majority of students, 60.0 percent, were enrolled full time, while 40.0 percent were enrolled part time.

Women accounted for 56.6 percent of all postsecondary students enrolled in Title IV institutions in fall 2001. White, non-Hispanic students constituted 62.2 percent, and students in groups other than White constituted 28.5 percent of fall 2001 enrollment in Title IV institutions. The remaining enrollment in Title IV institutions was made up of students whose race/ethnicity was unknown and nonresident aliens (5.8 percent and 3.4 percent, respectively).

Characteristics of Students at Degree-Granting and Non-Degree-Granting Institutions⁴

During fall 2001, 16.3 million students attended Title IV institutions located within the United States (table B). Almost all of these students (15.9 million) attended degree-granting institutions, while about 406,000 students attended non-degree-granting institutions.

A majority of students attended school full time in both degree-granting and non-degree-granting institutions

³According to the regulations implementing the Student Right-to-Know Act, institutions offering athletically related student aid are required to report graduation rates beginning with the group of students who entered the institution between September 1, 1996, and August 31, 1997. Four-year institutions must start providing these data in the IPEDS spring 2003 data collection. All other institutions are required to respond as part of their Program Participation Agreement.

⁴Degree-granting institutions are those that grant associate's, bachelor's, master's, doctor's, or first-professional degrees. Non-degree-granting institutions award only certificates of completion; these institutions are primarily occupational/vocational schools awarding certificates in such programs as cosmetology, nursing, mechanics, aviation systems, computer and information sciences, dental assistant, and law enforcement.

(59.3 percent and 73.4 percent, respectively); likewise, a majority of the students were women in both types of institutions (56.3 percent and 64.7 percent, respectively). However, the proportion of students attending degree-granting or non-degree-granting institutions differed by race/ethnicity. Table B shows that 63.5 percent of the students attending degree-granting institutions were White, non-Hispanic, compared to 48.9 percent of those attending non-degree-granting institutions. Looking at members of groups other than White, they accounted for 27.0 percent of all students at degree-granting institutions and 43.5 percent of the students at non-degree-granting institutions. The remainder were either students whose race/ethnicity was unknown or nonresident aliens.

Undergraduate Enrollment by Age

During fall 2001, 13.7 million undergraduates attended Title IV degree-granting institutions located within the United States (table C). Of these, 62.6 percent were between 18 and 24 years old, the traditional age for college attendees. Only 3.5 percent were under 18 years old, while 10.2 percent were 25 to 29 years old, 18.3 percent were 30 to 49 years old, and 3.3 percent were 50 or older. Age was unknown for 2.0 percent of undergraduates.

Full-time students were more likely to be traditionally aged undergraduates than their part-time counterparts. Over 80 percent of full-time undergraduates, but only 34.7 percent of part-time undergraduates, were 18 to 24 years old. Considering institution control, undergraduates at private not-for-profit institutions were more likely to be of traditional age. Almost three-fourths of undergraduates at private not-for-profit institutions, 61.4 percent of undergraduates at public institutions, and 42.8 percent of undergraduates at private for-profit institutions were 18 to 24 years old.

Full-Time, First-Time Undergraduate Financial Aid Recipients⁵

IPEDS collects information on full-time, first-time degree/certificate-seeking undergraduates who receive financial aid. In fall 2000, there were nearly 2.0 million of these undergraduates in Title IV degree-granting institutions located in the United States (table D). About 70.3 percent of these students received financial aid during the 2000–01 academic year. The proportion of full-time, first-time degree/certificate-seeking undergraduates who received financial

⁵Financial aid, as used here, includes federal grants, state and local grants, institutional grants, and student loans; PLUS loans and other loans made directly to parents and college work-study programs are not included.

Table A. Enrollment in Title IV institutions, by student level, attendance status, gender, and race/ethnicity: United States and outlying areas, fall 2001

Student level, attendance status, gender, and race/ethnicity	United States and outlying areas		United States	
	Total students	Percent	Total students	Percent
Total students	16,582,108	100.0	16,334,134	100.0
Student level				
Undergraduate	14,346,797	86.5	14,120,740	86.4
Graduate	1,923,146	11.6	1,904,721	11.7
First-professional ¹	312,165	1.9	308,673	1.9
Attendance status				
Full time	9,942,376	60.0	9,745,598	59.7
Part time	6,639,732	40.0	6,588,536	40.3
Gender				
Men	7,204,353	43.4	7,104,212	43.5
Women	9,377,755	56.6	9,229,922	56.5
Race/ethnicity				
White, non-Hispanic	10,320,247	62.2	10,318,832	63.2
Black, non-Hispanic	1,839,470	11.1	1,837,837	11.3
Hispanic	1,767,347	10.7	1,534,051	9.4
Asian/Pacific Islander	964,606	5.8	955,322	5.8
American Indian/Alaska Native	153,845	0.9	153,826	0.9
Race/ethnicity unknown	967,345	5.8	965,690	5.9
Nonresident alien	569,248	3.4	568,576	3.5

¹A first-professional student is one who is enrolled in any of the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine.

NOTE: Detail may not sum to totals because of rounding. The outlying areas are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002.

aid varied by institution level and control. About 56.5 percent of this cohort of undergraduates at public 2-year institutions and 71.3 percent at public 4-year institutions received financial aid, while larger proportions received aid at private institutions. At private not-for-profit institutions, 82.6 percent received aid—82.9 percent at 4-year institutions and 77.5 percent at 2-year institutions. At private for-profit institutions, 76.2 percent received aid—63.8 percent of full-time, first-time degree/certificate-seeking undergraduates in 4-year institutions compared to 84.3 percent in 2-year institutions.

Overall, the proportions of these undergraduates receiving financial aid did not change dramatically between 1999–2000 and 2000–01.⁶ The percentage of full-time, first-time degree/certificate-seeking undergraduates receiving financial

aid rose from 69.0 percent in 1999–2000 to 70.3 percent in 2000–01. The largest difference was in private not-for-profit 2-year institutions, where the percentage of students receiving aid increased from 66.4 percent in 1999–2000 to 77.5 percent in 2000–01.

In addition to aggregate numbers of financial aid recipients, data were collected on four specific types of financial aid: federal grants, state and local government grants, institutional grants, and student loans. On average, 45.0 percent of full-time, first-time degree/certificate-seeking undergraduate financial aid recipients received one or more federal grants during the 2000–01 academic year (table E). This percentage varied somewhat by institutional control. Nearly 65 percent of these undergraduate aid recipients attending private for-profit institutions received federal grants, compared to 45.9 percent at public institutions and 34.4 percent at private not-for-profit institutions.

⁶Student financial aid data were not imputed; percentages are based on responding institutions only and may be subject to nonsampling error.

Table B. Enrollment in Title IV institutions, by degree-granting status, level and control of institution, attendance status, gender, and race/ethnicity: United States, fall 2001

Level and control of institution, attendance status, gender, and race/ethnicity	All institutions		Degree-granting		Non-degree-granting	
	Total students	Percent	Total students	Percent	Total students	Percent
Total students	16,334,134	100.0	15,927,987	100.0	406,147	100.0
Level of institution						
4-year	9,678,426	59.3	9,677,408	60.8	1,018	0.3
2-year	6,352,269	38.9	6,250,579	39.2	101,690	25.0
Less-than-2-year	303,439	1.9	†	†	303,439	74.7
Control of institution						
Public	12,370,079	75.7	12,233,156	76.8	136,923	33.7
Private not-for-profit	3,198,354	19.6	3,167,330	19.9	31,024	7.6
Private for-profit	765,701	4.7	527,501	3.3	238,200	58.6
Attendance status						
Full time	9,745,598	59.7	9,447,502	59.3	298,096	73.4
Part time	6,588,536	40.3	6,480,485	40.7	108,051	26.6
Gender						
Men	7,104,212	43.5	6,960,815	43.7	143,397	35.3
Women	9,229,922	56.5	8,967,172	56.3	262,750	64.7
Race/ethnicity						
White, non-Hispanic	10,318,832	63.2	10,120,366	63.5	198,466	48.9
Black, non-Hispanic	1,837,837	11.3	1,756,684	11.0	81,153	20.0
Hispanic	1,534,051	9.4	1,460,088	9.2	73,963	18.2
Asian/Pacific Islander	955,322	5.8	937,953	5.9	17,369	4.3
American Indian/Alaska Native	153,826	0.9	149,764	0.9	4,062	1.0
Race/ethnicity unknown	965,690	5.9	938,523	5.9	27,167	6.7
Nonresident alien	568,576	3.5	564,609	3.5	3,967	1.0

† Not applicable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002.

The proportions of full-time, first-time degree/certificate-seeking undergraduates receiving each type of aid varied by institutional control. Those aid recipients at public institutions were more likely to receive state and local grants than those attending private not-for-profit or private for-profit institutions (51.2 percent vs. 38.5 percent and 19.9 percent, respectively). Whereas students at 4-year private not-for-profit institutions were more likely (84.6 percent) to receive institutional grants than students at other types of institutions, 13.1 percent and 5.7 percent of students at 4-year and 2-year private for-profit institutions, respectively, received institutional grants. Full-time, first-time degree/certificate-seeking undergraduate students at private for-profit institutions were more likely than those attending

public or private not-for-profit institutions to borrow money to attend college; 83.4 percent of these aid recipients at private for-profit institutions had student loans, compared to 46.9 percent at public institutions and 69.9 percent at private not-for-profit institutions.

Revenues of Degree-Granting Institutions

The Finance component of the spring 2002 IPEDS collected information on the revenues and expenditures of Title IV institutions during fiscal year (FY) 2001. Revenue data were collected by source of revenue, such as tuition and fees and government appropriations, while expenditure data were collected by purpose of expenditure, including instruction, research, and public service.

Table C. Undergraduate enrollment in Title IV degree-granting institutions, by attendance status, control of institution, and age of student: United States, fall 2001

Age of student	All students	Full time	Part time	Public	Private	
					Not-for-profit	For-profit
Number enrolled						
All institutions	13,715,610	8,327,640	5,387,970	10,985,871	2,257,718	472,021
Under 18	485,530	136,173	349,357	423,386	52,632	9,512
18–19	3,353,652	2,867,445	486,207	2,597,804	687,469	68,379
20–21	3,118,763	2,518,302	600,461	2,395,850	656,812	66,101
22–24	2,107,903	1,323,528	784,375	1,748,470	292,045	67,388
25–29	1,402,187	591,967	810,220	1,169,387	151,707	81,093
30–34	890,776	289,489	601,287	733,249	103,115	54,412
35–39	673,977	184,201	489,776	553,012	83,694	37,271
40–49	944,442	217,791	726,651	785,657	116,202	42,583
50–64	380,201	58,181	322,020	334,758	35,348	10,095
65 and over	78,655	3,912	74,743	75,337	2,828	490
Age unknown	279,524	136,651	142,873	168,961	75,866	34,697
Percent distribution						
All institutions	100.0	100.0	100.0	100.0	100.0	100.0
Under 18	3.5	1.6	6.5	3.9	2.3	2.0
18–19	24.5	34.4	9.0	23.6	30.4	14.5
20–21	22.7	30.2	11.1	21.8	29.1	14.0
22–24	15.4	15.9	14.6	15.9	12.9	14.3
25–29	10.2	7.1	15.0	10.6	6.7	17.2
30–34	6.5	3.5	11.2	6.7	4.6	11.5
35–39	4.9	2.2	9.1	5.0	3.7	7.9
40–49	6.9	2.6	13.5	7.2	5.1	9.0
50–64	2.8	0.7	6.0	3.0	1.6	2.1
65 and over	0.6	#	1.4	0.7	0.1	0.1
Age unknown	2.0	1.6	2.7	1.5	3.4	7.4

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002.

As shown in table F, the largest source of revenues differed by level and control of institution. Public 4-year institutions received close to one-third (31.9 percent) of their revenues from government appropriations, while public 2-year institutions received over half (54.9 percent) of their revenues from government appropriations. Both public 4-year and public 2-year institutions received nearly one-fifth of their revenues from tuition and fees (17.8 percent and 19.5 percent, respectively).

Private not-for-profit 4-year institutions received 38.0 percent of their revenues from tuition and fees. Due to a poor investment market, the 4-year private not-for-profit institutions realized negative investment returns in FY 2001. In previous years, investment return provided an important

source of funds for these institutions, whereas for FY 2001, they depended more on private gifts, grants, and contracts, and government grants and contracts (18.4 percent and 13.1 percent, respectively). In addition to revenues from tuition and fees (53.1 percent), the 2-year private not-for-profit institutions relied on government grants and contracts for 12.1 percent of their revenues and on private gifts, grants, and contracts for another 9.7 percent.

Private for-profit institutions, regardless of level, received the largest proportion of their revenues from tuition and fees. Four-year private for-profit institutions received 87.5 percent of their revenues from tuition and fees, and 2-year private for-profit institutions received 87.2 percent of their revenues from tuition and fees.

Table D. Full-time, first-time degree/certificate-seeking undergraduate students enrolled and those receiving financial aid in Title IV degree-granting institutions, by control and level of institution: United States, academic years 1999–2000 and 2000–01

Control and level of institution	Academic year 1999–2000 ¹			Academic year 2000–01 ²		
	Number enrolled	Number of financial aid recipients	Percent receiving financial aid	Number enrolled	Number of financial aid recipients	Percent receiving financial aid
Total students	1,815,469	1,253,022	69.0	1,976,600	1,390,527	70.3
Public	1,293,335	829,698	64.2	1,333,236	872,109	65.4
4-year	770,443	538,883	69.9	804,793	573,430	71.3
2-year	522,892	290,815	55.6	528,443	298,679	56.5
Private not-for-profit	422,828	344,740	81.5	439,369	363,044	82.6
4-year	405,426	333,179	82.2	419,499	347,638	82.9
2-year	17,402	11,561	66.4	19,870	15,406	77.5
Private for-profit	99,306	78,584	79.1	203,995	155,374	76.2
4-year	38,931	28,894	74.2	81,075	51,739	63.8
2-year	60,375	49,690	82.3	122,920	103,635	84.3

¹The numbers shown reflect those institutions that reported having financial aid recipients in academic year 1999–2000.

²The numbers shown reflect those institutions that reported having financial aid recipients in academic year 2000–01.

NOTE: Student financial aid data are not imputed. The item response rates for all cells on this table range from 91.8 percent to 100.0 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and Spring 2002.

Table E. Types and average amounts of financial aid received by full-time, first-time undergraduate students in Title IV degree-granting institutions, by control and level of institution: United States, academic year 2000–01

Control and level of institution	Number of financial aid recipients	Number receiving	Percent receiving	Average amount ¹	Federal grants		State/local grants	
					Number receiving	Percent receiving	Number receiving	Percent receiving
Total students	1,390,527	625,443	45.0	\$2,487	617,139	44.4	\$2,039	
Public	872,109	399,918	45.9	2,408	446,272	51.2	1,707	
4-year	573,430	213,814	37.3	2,569	293,958	51.3	2,068	
2-year	298,679	186,104	62.3	2,222	152,314	51.0	1,010	
Private not-for-profit	363,044	124,925	34.4	2,880	139,918	38.5	2,999	
4-year	347,638	115,149	33.1	2,931	135,173	38.9	3,002	
2-year	15,406	9,776	63.5	2,272	4,745	30.8	2,898	
Private for-profit	155,374	100,600	64.7	2,312	30,949	19.9	2,498	
4-year	51,739	29,249	56.5	2,296	9,671	18.7	2,897	
2-year	103,635	71,351	68.8	2,319	21,278	20.5	2,317	
					Institutional grants		Student loans ²	
Total students	1,390,527	614,405	44.2	\$4,740	791,976	57.0	\$3,765	
Public	872,109	302,525	34.7	2,275	408,692	46.9	3,050	
4-year	573,430	238,454	41.6	2,616	327,676	57.1	3,212	
2-year	298,679	64,071	21.5	1,005	81,016	27.1	2,397	
Private not-for-profit	363,044	299,198	82.4	7,368	253,724	69.9	4,020	
4-year	347,638	294,089	84.6	7,458	243,895	70.2	4,000	
2-year	15,406	5,109	33.2	2,175	9,829	63.8	4,514	
Private for-profit	155,374	12,682	8.2	1,555	129,560	83.4	5,518	
4-year	51,739	6,758	13.1	1,621	46,794	90.4	5,750	
2-year	103,635	5,924	5.7	1,479	82,766	79.9	5,387	

¹Each average grant (or loan) value was calculated by dividing the total grants (or loans) awarded by the total number of recipients.

²Student loans include only loans made directly to students; federal loans to parents (PLUS) and other loans made directly to parents are not included.

NOTE: Student financial aid data are not imputed. The item response rates for all cells on this table range from 90.5 percent to 99.3 percent. The numbers shown reflect only those institutions that reported the number of recipients by types of financial aid and the average amounts received.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002.

Table F. Revenues of Title IV degree-granting institutions, by level and control of institution and source of funds: United States, fiscal year 2001

Source of funds	4-year		2-year	
	Revenues (in thousands)	Percent	Revenues (in thousands)	Percent
Public institutions¹				
Total revenues and investment return	\$145,182,096	100.0	\$31,463,119	100.0
Tuition and fees	25,784,677	17.8	6,134,934	19.5
Government appropriations	46,305,760	31.9	17,265,480	54.9
Government grants and contracts	20,722,758	14.3	4,462,620	14.2
Private gifts, grants, and contracts	8,571,836	5.9	376,486	1.2
Endowment income/investment return	1,324,192	0.9	27,797	0.1
Sales and services of educational activities	4,759,931	3.3	228,442	0.7
Sales and services of auxiliary enterprises	14,804,051	10.2	1,697,784	5.4
Hospital revenue	16,759,921	11.5	0	0
Independent operations revenue	801,778	0.6	134,893	0.4
Other revenue ²	5,347,193	3.7	1,134,683	3.6
Private not-for-profit institutions				
Total revenues and investment return	\$81,568,928	100.0	\$605,564	100.0
Tuition and fees	30,996,381	38.0	321,724	53.1
Government appropriations	770,523	0.9	8,912	1.5
Government grants and contracts	10,708,529	13.1	73,435	12.1
Private gifts, grants, and contracts	14,978,461	18.4	58,617	9.7
Contributions from affiliated entities	810,408	1.0	11,827	2.0
Investment return	-3,623,323	-4.4	20,996	3.5
Sales and services of educational activities	3,452,731	4.2	15,949	2.6
Sales and services of auxiliary enterprises	8,703,316	10.7	39,294	6.5
Hospital revenue	7,125,648	8.7	694	0.1
Independent operations revenue	3,499,024	4.3	2,020	0.3
Other revenue ²	4,147,227	5.1	52,096	8.6
Private for-profit institutions				
Total revenues and investment return	\$2,952,254	100.0	\$2,015,446	100.0
Tuition and fees	2,583,644	87.5	1,756,833	87.2
Government appropriations, grants, and contracts	141,801	4.8	132,901	6.6
Private grants and contracts	1,659	0.1	1,189	0.1
Investment income and investment gains (losses)	12,574	0.4	7,163	0.4
Sales and services of educational activities	40,081	1.4	23,311	1.2
Sales and services of auxiliary enterprises	106,327	3.6	66,660	3.3
Other revenue ²	66,168	2.2	27,389	1.4

¹Categories are combined for public institutions that use Government Accounting Standards Board (GASB) standards and public institutions that use Financial Accounting Standards Board (FASB) standards to prepare their financial statements.

²A change in the definition of "other revenue" resulted in a decrease in the proportion of revenues classified as "other revenue," relative to earlier E.D.TAB reports.

NOTE: Public and private institutions use different accounting standards; thus, the categories differ. When reporting standards for private not-for-profit institutions changed under statements 116 and 117 of the FASB, accounting for scholarships changed, requiring that most scholarships be netted against tuition revenue. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002.

Data source: The NCES Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and Spring 2002.

For technical information, see the complete report:

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Author affiliations: L.G. Knapp, consultant; J.E. Kelly, R.W. Whitmore, S. Wu, B. Levine, and S. Huh, RTI International.

For questions about content, contact Aurora D'Amico (aurora.d'amico@ed.gov).

To obtain the complete report (NCES 2004-155), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Postsecondary Institution Staff

Staff in Postsecondary Institutions, Fall 2001, and Salaries of Full-Time Instructional Faculty, 2001–02

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This article was originally published as the Summary of the E.D. TAB report of the same name. The universe data are from the NCES Integrated Postsecondary Education Data System (IPEDS).

Introduction

This report presents findings from the Integrated Postsecondary Education Data System (IPEDS) winter 2001–02 data collection that included both race/gender information for staff employed in fall 2001 and salaries and fringe benefits of full-time instructional faculty¹ for academic year 2001–02. IPEDS also introduced a new component during the winter 2001–02 collection, Employees by Assigned Position. Response to this component was optional for the first year, so these data are not included in this report. The data included in this publication were collected through the IPEDS web-based data collection system.

IPEDS collects data from postsecondary institutions in the United States (the 50 states and the District of Columbia) and its outlying areas.² IPEDS defines a postsecondary institution as an organization that is open to the public and has a primary mission of providing education or training beyond the high school level. This includes institutions that offer academic, vocational, and continuing professional education programs and excludes institutions that offer only avocational (leisure) and adult basic education programs.

Participation in IPEDS is a requirement for the 6,696 institutions³ that participated in Title IV federal student financial aid programs such as Pell Grants or Stafford Loans during the 2001–02 academic year.⁴ In addition, institutions that do not participate in Title IV programs are offered the opportunity to participate in the IPEDS data

collection. IPEDS does not collect fall staff and salaries data from all Title IV institutions. Title IV institutions that employ 15 or more full-time staff are required to complete the Fall Staff component of IPEDS. For 2001–02, 4,763 institutions were required to complete the Fall Staff component. Moreover, the collection of salaries data is limited to Title IV 4-year institutions⁵ (both degree-granting and non-degree-granting) and 2-year degree-granting institutions. In addition, institutions are not required to respond to the Salaries component if all instructional faculty are part time or if all contribute their services, are in the military, or teach clinical or preclinical medicine. For 2001–02, 4,143 institutions were required to complete the Salaries component. There were 4,990 Title IV institutions that were required to complete the Fall Staff and/or the Salaries component.

Tabulations in this report present selected data collected during the winter 2001–02 IPEDS collection about faculty and staff employed at Title IV institutions⁶ in the United States. Degree-granting institutions (those offering associate's, bachelor's, master's, doctor's, and first-professional degrees) are displayed separately in some tables.

Employees in Title IV Institutions

In fall 2001, Title IV institutions in the United States employed more than 3.1 million individuals (table A). Two-thirds of all staff (66 percent) were employed full time and 53 percent were women. Faculty⁷ constituted 36 percent of all employees, other professional staff⁸ accounted for 33 percent, and the remaining 31 percent were nonprofessional staff.⁹

¹Instructional faculty are those whose specific assignments customarily are made for the purpose of providing instruction or teaching, or for whom it is not possible to differentiate between teaching, research, and public service, because each of these functions is an integral component of their regular assignment.

²Outlying areas include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

³Includes 6,615 institutions and 81 central or system offices.

⁴Institutions participating in Title IV programs are accredited by an agency or organization recognized by the U.S. Department of Education, have a program of over 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement (PPA) with the Office of Postsecondary Education (OPE), U.S. Department of Education.

⁵Title IV 4-year institutions include both degree-granting institutions offering bachelor's, master's, doctor's, and first-professional degrees and those institutions offering only postbaccalaureate and higher certificates.

⁶Title IV institutions described in this report represent the 4,990 Title IV institutions required to complete the Fall Staff and/or the Salaries component.

⁷Faculty include those staff whose principal activity is instruction, research, or public service.

⁸Other professional staff include those staff in executive, administrative, and managerial positions; instruction/research assistants; and others in administrative and professional (support/services) positions.

⁹Nonprofessional staff include those in technical/paraprofessional, clerical/secretarial, skilled crafts, or service/maintenance positions.

Table A. Employees in all Title IV institutions, by gender, employment status, faculty status, professional status, and control and level of institution: United States, fall 2001

Control and level of institution	Total number	Men	Women	Full time	Part time	Faculty	Other professional	Non-professional
Number								
Total	3,134,008	1,472,832	1,661,176	2,077,910	1,056,098	1,138,734	1,031,503	963,771
Public	2,161,790	1,015,212	1,146,578	1,388,752	773,038	786,435	709,784	665,571
4-year	1,558,576	744,554	814,022	1,089,547	469,029	438,459	630,702	489,415
2-year	587,591	263,711	323,880	289,204	298,387	338,762	76,877	171,952
Less-than-2-year	15,623	6,947	8,676	10,001	5,622	9,214	2,205	4,204
Private not-for-profit	889,356	416,621	472,735	640,036	249,320	308,046	296,380	284,930
4-year	875,371	411,245	464,126	629,897	245,474	302,776	291,723	280,872
2-year	12,746	4,859	7,887	9,224	3,522	4,762	4,153	3,831
Less-than-2-year	1,239	517	722	915	324	508	504	227
Private for-profit	82,862	40,999	41,863	49,122	33,740	44,253	25,339	13,270
4-year	40,386	22,208	18,178	19,004	21,382	23,085	11,413	5,888
2-year	28,246	13,082	15,164	19,868	8,378	13,993	9,177	5,076
Less-than-2-year	14,230	5,709	8,521	10,250	3,980	7,175	4,749	2,306
Percent								
Total	3,134,008	47.0	53.0	66.3	33.7	36.3	32.9	30.8
Public	2,161,790	47.0	53.0	64.2	35.8	36.4	32.8	30.8
4-year	1,558,576	47.8	52.2	69.9	30.1	28.1	40.5	31.4
2-year	587,591	44.9	55.1	49.2	50.8	57.7	13.1	29.3
Less-than-2-year	15,623	44.5	55.5	64.0	36.0	59.0	14.1	26.9
Private not-for-profit	889,356	46.8	53.2	72.0	28.0	34.6	33.3	32.0
4-year	875,371	47.0	53.0	72.0	28.0	34.6	33.3	32.1
2-year	12,746	38.1	61.9	72.4	27.6	37.4	32.6	30.1
Less-than-2-year	1,239	41.7	58.3	73.8	26.2	41.0	40.7	18.3
Private for-profit	82,862	49.5	50.5	59.3	40.7	53.4	30.6	16.0
4-year	40,386	55.0	45.0	47.1	52.9	57.2	28.3	14.6
2-year	28,246	46.3	53.7	70.3	29.7	49.5	32.5	18.0
Less-than-2-year	14,230	40.1	59.9	72.0	28.0	50.4	33.4	16.2

NOTE: Faculty include those staff whose principal activity is instruction, research, or public service. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

Considering institution control, patterns similar to those for Title IV institutions as a whole were observed at public institutions and private not-for-profit institutions, where approximately 53 percent of employees were women, 36 percent were faculty, and 33 percent were other professional staff. The percentage of staff employed full time differed somewhat: 64 percent of staff at public institutions were employed full time, whereas at private not-for-profit institutions, 72 percent were full time. At private for-profit institutions, a greater proportion of staff were faculty (53 percent) and a smaller proportion were nonprofessional (16 percent) than at public or private not-for-profit institutions. Also at private for-profit institutions, a larger proportion of staff, 41 percent, were employed part time than at public or private not-for-profit institutions.

Faculty in Title IV Degree-Granting Institutions

About 1.14 million faculty were employed in Title IV institutions in fall 2001. Of these, about 55 percent were employed full time and 45 percent were employed part time (table B). More men than women were employed as faculty in 2001, 58 percent compared to 42 percent. Of the 1.14 million faculty employed in all Title IV institutions, 1.11 million were employed in degree-granting institutions.

Considering only Title IV degree-granting institutions, there were about 618,000 full-time faculty employed in fall 2001 (table C). More men than women were employed as full-time faculty (62 percent and 38 percent, respectively). This proportion varied somewhat by length of contract; men

Table B. Faculty in all Title IV institutions, by degree-granting status, gender, employment status, and control of institution: United States, fall 2001

Gender, employment status, and control of institution	Faculty in all institutions		Faculty in degree-granting institutions	
	Number	Percent	Number	Percent
Total	1,138,734	100.0	1,113,183	100.0
Men	657,199	57.7	644,514	57.9
Women	481,535	42.3	468,669	42.1
Full time	631,824	55.5	617,868	55.5
Part time	506,910	44.5	495,315	44.5
Public	786,435	69.1	771,124	69.3
Private not-for-profit	308,046	27.1	306,487	27.5
Private for-profit	44,253	3.9	35,572	3.2

NOTE: Faculty include those staff whose principal activity is instruction, research, or public service. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

Table C. Full-time faculty in Title IV degree-granting institutions, by contract length, gender, and race/ethnicity: United States, fall 2001

Gender and race/ethnicity	Total		Less-than-9-month contracts		9/10-month contracts		11/12-month contracts	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	617,868	100.0	7,063	100.0	423,800	100.0	187,005	100.0
Men	380,485	61.6	3,600	51.0	256,091	60.4	120,794	64.6
Women	237,383	38.4	3,463	49.0	167,709	39.6	66,211	35.4
White, non-Hispanic	499,557	80.9	4,478	63.4	350,762	82.8	144,317	77.2
Black, non-Hispanic	31,681	5.1	347	4.9	22,490	5.3	8,844	4.7
Hispanic	18,514	3.0	358	5.1	12,973	3.1	5,183	2.8
Asian/Pacific Islander	38,026	6.2	322	4.6	22,417	5.3	15,287	8.2
American Indian/Alaska Native	2,775	0.4	45	0.6	2,139	0.5	591	0.3
Race/ethnicity unknown	6,560	1.1	1,157	16.4	3,351	0.8	2,052	1.1
Nonresident alien	20,755	3.4	356	5.0	9,668	2.3	10,731	5.7

NOTE: Faculty include those staff whose principal activity is instruction, research, or public service. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

constituted 51 percent of full-time faculty with less-than-9-month contracts, 60 percent of full-time faculty with 9/10-month contracts, and 65 percent of full-time faculty with 11/12-month contracts.

The majority of full-time faculty at Title IV degree-granting institutions were White, non-Hispanic (about 81 percent), while 15 percent were minority, 3 percent were nonresident aliens, and 1 percent were race/ethnicity unknown. These proportions varied somewhat for faculty with 9/10-month

contracts and faculty with 11/12-month contracts; however, for faculty with less-than-9-month contracts, the proportions have been affected by the high percentage (16 percent) reported as race/ethnicity unknown.

About 45 percent, or 278,825, of all full-time faculty at Title IV degree-granting institutions were tenured in fall 2001 (table D). A greater proportion of men had tenure than women. Approximately one-half, 51 percent, of male full-time faculty had tenure, while 36 percent of female

Table D. Full-time faculty in Title IV degree-granting institutions, by tenure status, gender, and control and level of institution: United States, fall 2001

Control and level of institution	Total faculty	Faculty with tenure	Percent faculty with tenure	Total men	Men with tenure	Percent men with tenure	Total women	Women with tenure	Percent women with tenure
Total	617,868	278,825	45.1	380,485	193,321	50.8	237,383	85,504	36.0
4-year	498,286	229,720	46.1	319,719	167,496	52.4	178,567	62,224	34.8
2-year	119,582	49,105	41.1	60,766	25,825	42.5	58,816	23,280	39.6
Public	426,589	203,878	47.8	258,774	139,243	53.8	167,815	64,635	38.5
4-year	315,829	155,261	49.2	203,233	113,716	56.0	112,596	41,545	36.9
2-year	110,760	48,617	43.9	55,541	25,527	46.0	55,219	23,090	41.8
Private not-for-profit	179,435	74,455	41.5	114,179	53,731	47.1	65,256	20,724	31.8
4-year	177,388	74,274	41.9	113,088	53,651	47.4	64,300	20,623	32.1
2-year	2,047	181	8.8	1,091	80	7.3	956	101	10.6
Private for-profit	11,844	492	4.2	7,532	347	4.6	4,312	145	3.4
4-year	5,069	185	3.6	3,398	129	3.8	1,671	56	3.4
2-year	6,775	307	4.5	4,134	218	5.3	2,641	89	3.4

NOTE: Faculty include those staff whose principal activity is instruction, research, or public service. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

full-time faculty had tenure. Similarly, a greater proportion of full-time faculty at 4-year public and private not-for-profit institutions had tenure than at 4-year private for-profit institutions. About 49 percent of full-time faculty at 4-year public institutions and 42 percent of faculty at 4-year private not-for-profit institutions had tenure, while only 4 percent of faculty at 4-year private for-profit institutions had tenure. At public 2-year degree-granting institutions, 44 percent of full-time faculty had tenure, while 9 percent were tenured at 2-year private not-for-

profit institutions, and 5 percent were tenured at 2-year private for-profit institutions.

Salaries of Full-Time Instructional Faculty

During the 2001–02 academic year, full-time instructional faculty on 9/10-month contracts earned an average salary of about \$60,000, while full-time instructional faculty on 11/12-month contracts earned an average salary of about \$67,000 (table E).

Table E. Average salaries of full-time instructional faculty on 9/10- and 11/12-month contracts in Title IV degree-granting institutions, by gender and academic rank: United States, academic year 2001–02

Academic rank	9/10-month contracts			11/12-month contracts		
	Total	Men	Women	Total	Men	Women
Total, all ranks	\$59,742	\$64,320	\$52,662	\$67,233	\$72,296	\$58,693
Professor	80,792	83,356	72,542	96,288	99,269	84,689
Associate professor	58,724	60,300	56,186	72,233	74,147	68,805
Assistant professor	48,796	50,518	46,824	62,529	65,338	59,188
Instructor	46,959	48,844	45,262	45,458	45,767	45,105
Lecturer	41,798	44,519	39,538	50,530	53,083	47,890
No academic rank	46,569	48,049	45,003	48,935	49,816	47,691

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

As expected, salaries varied by rank and by gender, with faculty holding higher ranks earning higher average salaries. Among full-time instructional faculty on 9/10-month contracts, professors earned an average salary of \$81,000 and associate professors earned an average salary of \$59,000, while assistant professors averaged \$49,000, instructors averaged \$47,000, and lecturers earned an average salary of \$42,000. Those on 11/12-month contracts earned the following average salaries: professors—\$96,000; associate professors—\$72,000; assistant professors—\$63,000; instructors—\$45,000; and lecturers—\$51,000.

In general, men earned higher average salaries than women regardless of contract length or rank. Male faculty with 9/10-month contracts earned an average salary of \$64,000, while female faculty with contracts of the same length earned an average salary of \$53,000. Likewise, male faculty with 11/12-month contracts earned an average salary of \$72,000, while female faculty with 11/12-month contracts

earned an average salary of \$59,000. Similarly, male professors with 9/10-month contracts earned an average salary of \$83,000, while female professors with 9/10-month contracts earned an average salary of \$73,000. Male professors with 11/12-month contracts earned an average salary of \$99,000, while female professors with 11/12-month contracts earned an average salary of \$85,000.

Data source: The NCES Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

For technical information, see the complete report:

Knapp, L.G., Kelly, J.E., Whitmore, R.W., Wu, S., Huh, S., and Levine, B. (2003). *Staff in Postsecondary Institutions, Fall 2001, and Salaries of Full-Time Instructional Faculty, 2001–02* (NCES 2004–159).

Author affiliations: L.G. Knapp, consultant; J.E. Kelly, R.W. Whitmore, S. Wu, S. Huh, and B. Levine, RTI International.

For questions about content, contact Aurora D'Amico (aurora.d'amico@ed.gov).

To obtain the complete report (NCES 2004–159), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Institutions and Degrees

Postsecondary Institutions in the United States: Fall 2002 and Degrees and Other Awards Conferred: 2001–02

Laura G. Knapp, Janice E. Kelly, Roy W. Whitmore, Shiyong Wu, and Lorraine M. Gallego

This article was originally published as the Summary of the E.D. TAB report of the same name. The universe data are from the Integrated Postsecondary Education Data System (IPEDS).

Introduction

This report presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2002 data collection, which included institutional characteristics data for the 2002–03 academic year and completions¹ data covering the period July 1, 2001, through June 30, 2002. These data were collected through the IPEDS web-based data collection system.

Since 1985, IPEDS has collected data from postsecondary institutions in the United States (the 50 states and the District of Columbia) and its outlying areas.² For IPEDS, a postsecondary institution is defined as an organization that is open to the public and has as its primary mission the provision of postsecondary education. IPEDS defines postsecondary education as formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school. This includes academic, vocational, and continuing professional education programs and excludes institutions that offer only avocational (leisure) and adult basic education programs.

Participation in IPEDS was a requirement for the 6,508 institutions that participated in Title IV federal student financial aid programs such as Pell Grants or Stafford Loans during the 2002–03 academic year.³ Title IV schools are a widely varied group of institutions that include traditional colleges and universities, 2-year institutions, schools of cosmetology, and for-profit degree-granting institutions, among others. In addition, the 80 central and system offices listed in the IPEDS universe are expected to provide minimal data through a shortened version of the Institutional Characteristics component. Institutions that

do not participate in Title IV programs may participate in the IPEDS data collection on a voluntary basis.

Tabulations in this report present selected data items collected from the 6,354 Title IV institutions in the United States and the 154 Title IV institutions in the outlying areas in fall 2002. Additional detailed information is available through the various IPEDS web tools.⁴ Institutions provided institutional characteristics and price data for the 2002–03 academic year and completions data (degrees and other formal awards conferred) for the 2001–02 academic year. This report presents data for all Title IV institutions.

Institutional Characteristics

The National Center for Education Statistics (NCES) and other researchers use data from the Institutional Characteristics component of IPEDS to classify postsecondary institutions based on a variety of characteristics. Data on sector, level, control, and affiliation allow classification within general categories. More specific categories of institutions can be defined by using additional data, such as types of programs offered, levels of degrees and awards, accreditation, calendar system, admission requirements, student charges, and basic enrollment information.

Institutions were classified as degree-granting if they awarded at least one associate's or higher degree in academic year 2001–02. Of the 6,508 Title IV institutions, 4,251 institutions, or 65 percent of all Title IV institutions, granted a degree during this period (table A).

Institutions may be further classified by their highest level of offering (level) and control. Among the 4,168 Title IV degree-granting institutions located in the United States, 59 percent were classified as 4 years and above, meaning they offered a bachelor's or higher degree; the remaining 41 percent offered the associate's as the highest degree (figure 1). Considering the 2,186 Title IV institutions in the United States that award certificates only (non-degree-granting), 77 percent offered certificates for completing

¹ Completions include degrees (associate's, bachelor's, master's, doctor's, and first-professional), certificates (at all levels: undergraduate, graduate, and first-professional), and other formal awards (such as diplomas).

² The outlying areas are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

³ Institutions participating in Title IV programs are accredited by an agency or organization recognized by the U.S. Department of Education, have a program of over 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement (PPA) with the Office of Postsecondary Education (OPE), U.S. Department of Education.

⁴ See <http://nces.ed.gov/ipeds>.

Table A. Title IV institutions, by geographic area, control of institution, degree-granting status, and level of institution: United States and outlying areas, academic year 2002–03

Degree-granting status and level of institution	Total	United States				Outlying areas			
		Total	Public	Private		Total	Public	Private	
				Not-for-profit	For-profit			Not-for-profit	For-profit
All institutions	6,508	6,354	2,051	1,921	2,382	154	29	48	77
4 years and above	2,551	2,490	632	1,558	300	61	18	36	7
At least 2 but less than 4 years	2,194	2,170	1,155	251	764	24	11	3	10
Less than 2 years	1,763	1,694	264	112	1,318	69	0	9	60
Degree-granting	4,251	4,168	1,712	1,665	791	83	29	39	15
4 years and above	2,527	2,466	631	1,538	297	61	18	36	7
At least 2 but less than 4 years	1,724	1,702	1,081	127	494	22	11	3	8
Less than 2 years	†	†	†	†	†	†	†	†	†
Non-degree-granting	2,257	2,186	339	256	1,591	71	0	9	62
4 years and above	24	24	1	20	3	0	0	0	0
At least 2 but less than 4 years	470	468	74	124	270	2	0	0	2
Less than 2 years	1,763	1,694	264	112	1,318	69	0	9	60

† Not applicable.

NOTE: Data are not imputed. The item response rates for all cells on this table are 100 percent. The outlying areas are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002.

programs below the baccalaureate level of less than 2 years' duration (less than 2 years), another 21 percent offered certificates requiring at least 2 but less than 4 years of study, and 1 percent offered certificates at the post-baccalaureate level or higher and are classified with the 4-years-and-above institutions.

Further examination of the Title IV degree-granting institutions located in the United States indicates that 41 percent were public institutions, 40 percent were private not-for-profit institutions, and 19 percent were private for-profit institutions. Of the 2,186 non-degree-granting Title IV institutions located in the United States, 16 percent were public institutions, 12 percent were private not-for-profit institutions, and 73 percent were private for-profit institutions.

Completions

During the 2001–02 academic year, about 2.5 million degrees were awarded by Title IV degree-granting institutions located in the United States (table B). Of the total number of degrees awarded, 24 percent were associate's degrees, 52 percent were bachelor's degrees, 19 percent were

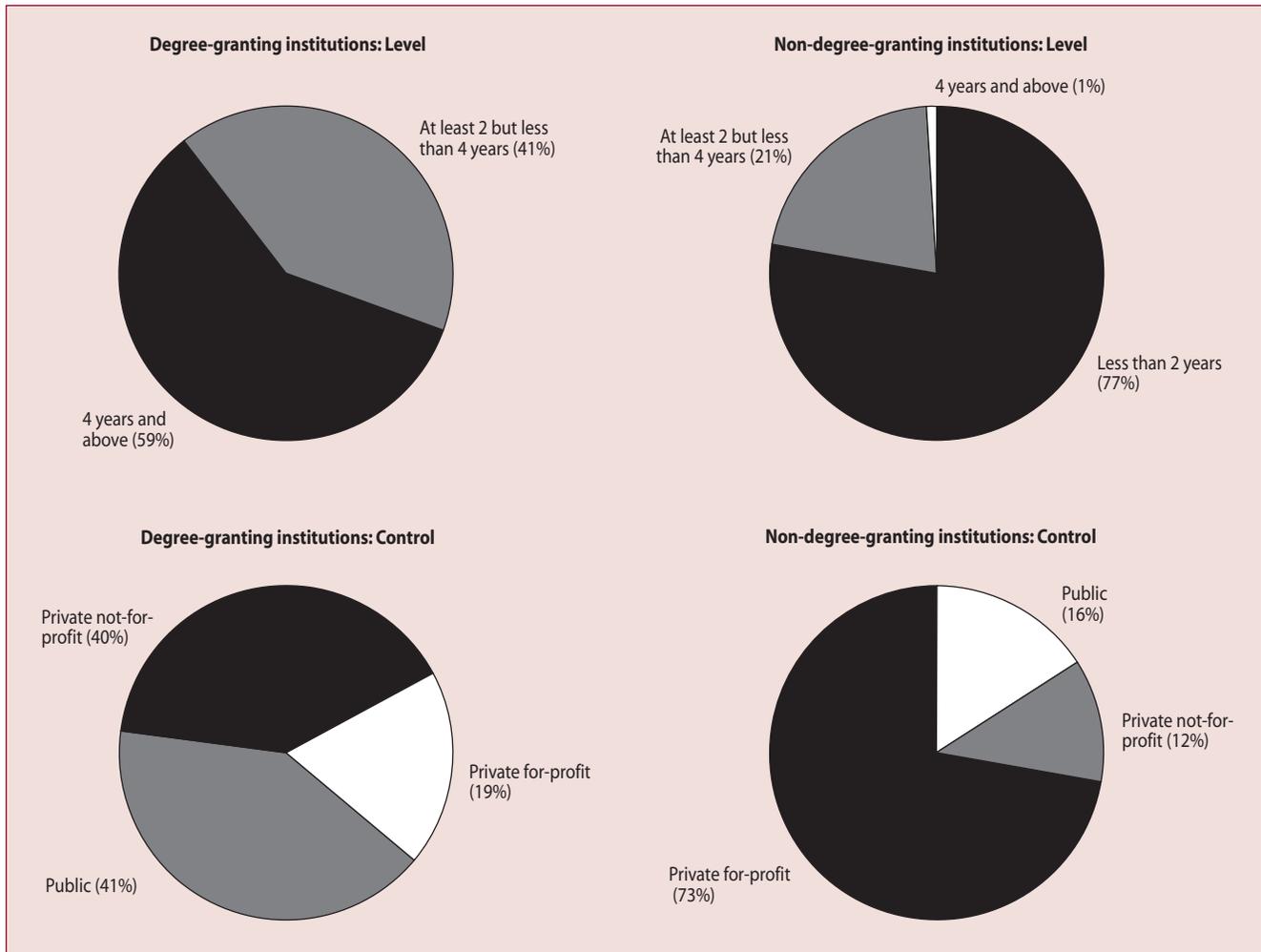
master's degrees, 2 percent were doctoral degrees, and 3 percent were first-professional degrees.⁵

Control of institutions

Public institutions awarded two-thirds (65 percent) of all degrees from Title IV degree-granting institutions in the United States during the 2001–02 academic year, while private not-for-profit institutions awarded 30 percent and private for-profit institutions accounted for the remaining 5 percent (table C). Public and private not-for-profit institutions awarded more bachelor's degrees than any other type of degree. Bachelor's degrees accounted for 52 percent of all degrees awarded by public institutions and 56 percent of all degrees awarded by private not-for-profit institutions during 2001–02 (table B). Private for-profit institutions, on the other hand, were more likely to award associate's degrees. Associate's degrees accounted for 65 percent of the degrees awarded by private for-profit institutions during the 2001–02 academic year, while bachelor's degrees accounted for about 22 percent.

⁵First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: chiropractic (D.C. or D.C.M.); dentistry (D.D.S. or D.M.D.); law (L.L.B. or J.D.); medicine (M.D.); optometry (O.D.); osteopathic medicine (D.O.); pharmacy (Pharm.D.); podiatry (D.P.M., D.P., or Pod.D.); theology (M.Div., M.H.L., B.D., or Ordination); or veterinary medicine (D.V.M.).

Figure 1. Title IV institutions, by degree-granting status and level and control of institution: United States, academic year 2002–03



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002.

Gender and race/ethnicity of recipients

Women continued to earn more degrees than men in academic year 2001–02 (table C). Overall, about 58 percent of all degrees were awarded to women. Women earned more associate’s, bachelor’s, and master’s degrees than men in 2001–02. They received 60 percent of the associate’s degrees, 57 percent of the bachelor’s degrees, and 59 percent of the master’s degrees. While men earned more doctor’s and first-professional degrees, 54 percent and 53 percent, respectively, women earned a higher percentage of these degrees in 2001–02 than in previous years (Knapp et al. 2003).

Over two-thirds (68 percent) of all degrees conferred during the 2001–02 academic year were awarded to White, non-Hispanic students; 22 percent were awarded to members of groups other than White; and 10 percent were awarded to nonresident aliens or individuals whose race/ethnicity was unknown (5 percent each). The majority of degrees at each level were awarded to White, non-Hispanic students: 67 percent of associate’s degrees, 71 percent of bachelor’s degrees, 62 percent of master’s degrees, 57 percent of doctor’s degrees, and 69 percent of first-professional degrees.

Table B. Number and percentage of degrees conferred by Title IV degree-granting institutions, by control of institution and level of degree: United States, academic year 2001–02

Level of degree	Total	Public	Private not-for-profit	Private for-profit
Total, all degrees	2,494,009	1,623,721	751,019	119,269
Percent of total	100.0	100.0	100.0	100.0
Associate's degrees	595,133	471,660	45,761	77,712
Percent of total	23.9	29.0	6.1	65.2
Bachelor's degrees	1,291,900	841,180	424,322	26,398
Percent of total	51.8	51.8	56.5	22.1
Master's degrees	482,118	249,820	218,034	14,264
Percent of total	19.3	15.4	29.0	12.0
Doctor's degrees	44,160	27,622	15,882	656
Percent of total	1.8	1.7	2.1	0.6
First-professional degrees ¹	80,698	33,439	47,020	239
Percent of total	3.2	2.1	6.3	0.2

¹First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: chiropractic (D.C. or D.C.M.); dentistry (D.D.S. or D.M.D.); law (L.L.B. or J.D.); medicine (M.D.); optometry (O.D.); osteopathic medicine (D.O.); pharmacy (Pharm.D.); podiatry (D.P.M., D.P., or Pod.D.); theology (M.Div., M.H.L., B.D., or Ordination); or veterinary medicine (D.V.M.).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002.

The proportion of degrees awarded to members of groups other than White students was highest at the associate's level, where they received 27 percent of these degrees. These students were also awarded 22 percent of bachelor's degrees, 17 percent of master's degrees, 14 percent of doctor's degrees, and 24 percent of first-professional degrees.

Although the proportion of degrees awarded to nonresident aliens varied by level, they received 13 percent of all master's degrees and 25 percent of all doctor's degrees, much higher proportions than any group other than White, non-Hispanic.

Tuition and Fees

The overall increase in tuition and fees charged by degree-granting institutions between 1997–98 and 2002–03 varied by institution level and student residency status (table D). Note that these are average institutional charges to all students; the numbers do not reflect average amounts paid by students because charges are *not* weighted by enrollment, nor is financial aid taken into consideration (Choy and Berker 2003). Average charges for undergraduate tuition

and required fees at 4-year public institutions rose 32 percent for in-state students and 29 percent for out-of-state students between 1997–98 and 2002–03. During this same period, average undergraduate tuition and required fees increased 28 percent at 4-year private not-for-profit institutions, and 35 percent at 4-year private for-profit institutions.

Between 1997–98 and 2002–03, average tuition and required fees at 2-year public institutions increased 19 percent for in-state students and 15 percent for out-of-state students. Average undergraduate tuition and required fees increased 22 percent between 1997–98 and 2002–03 at 2-year private not-for-profit institutions, and 41 percent at 2-year private for-profit institutions.

Price of Attendance

Price of attendance is an estimate of the total amount an incoming undergraduate student should expect to pay to attend college. This price includes tuition and fees, books and supplies, room and board, and certain designated other expenses such as transportation. IPEDS collects price of attendance information for full-time, first-time,

Table C. Degrees conferred by Title IV degree-granting institutions and percent distribution, by level of degree, control of institution, gender, and race/ethnicity: United States, academic year 2001–02

Control of institution, gender, and race/ethnicity	Total degrees		Associate's degrees		Bachelor's degrees	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
All institutions	2,494,009	100.0	595,133	100.0	1,291,900	100.0
Control of institution						
Public	1,623,721	65.1	471,660	79.3	841,180	65.1
Private not-for-profit	751,019	30.1	45,761	7.7	424,322	32.8
Private for-profit	119,269	4.8	77,712	13.1	26,398	2.0
Gender						
Men	1,053,260	42.2	238,109	40.0	549,816	42.6
Women	1,440,749	57.8	357,024	60.0	742,084	57.4
Race/ethnicity						
White, non-Hispanic	1,696,327	68.0	401,196	67.4	914,660	70.8
Black, non-Hispanic	220,561	8.8	64,704	10.9	111,177	8.6
Hispanic	162,176	6.5	57,604	9.7	79,029	6.1
Asian/Pacific Islander	143,197	5.7	29,692	5.0	79,130	6.1
American Indian/Alaska Native	18,441	0.7	6,565	1.1	8,743	0.7
Race/ethnicity unknown	123,079	4.9	23,095	3.9	57,705	4.5
Nonresident alien	130,228	5.2	12,277	2.1	41,456	3.2
Control of institution, gender, and race/ethnicity	Master's degrees		Doctor's degrees		First-professional degrees ¹	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
All institutions	482,118	100.0	44,160	100.0	80,698	100.0
Control of institution						
Public	249,820	51.8	27,622	62.5	33,439	41.4
Private not-for-profit	218,034	45.2	15,882	36.0	47,020	58.3
Private for-profit	14,264	3.0	656	1.5	239	0.3
Gender						
Men	199,120	41.3	23,708	53.7	42,507	52.7
Women	282,998	58.7	20,452	46.3	38,191	47.3
Race/ethnicity						
White, non-Hispanic	299,373	62.1	25,319	57.3	55,779	69.1
Black, non-Hispanic	36,906	7.7	2,268	5.1	5,506	6.8
Hispanic	20,450	4.2	1,352	3.1	3,741	4.6
Asian/Pacific Islander	23,015	4.8	2,184	4.9	9,176	11.4
American Indian/Alaska Native	2,405	0.5	175	0.4	553	0.7
Race/ethnicity unknown	36,286	7.5	1,933	4.4	4,060	5.0
Nonresident alien	63,683	13.2	10,929	24.7	1,883	2.3

¹First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: chiropractic (D.C. or D.C.M.); dentistry (D.D.S. or D.M.D.); law (L.L.B. or J.D.); medicine (M.D.); optometry (O.D.); osteopathic medicine (D.O.); pharmacy (Pharm.D.); podiatry (D.P.M., D.P., or Pod.D.); theology (M.Div., M.H.L., B.D., or Ordination); or veterinary medicine (D.V.M.).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002.

Table D. Changes in average institutional charges for undergraduate tuition and required fees to full-time, full-year undergraduates at Title IV degree-granting institutions, by year of undergraduate tuition and required fees, level of institution, control of institution, and residency: United States, academic years 1997–98 and 2002–03

Control of institution and residency	Undergraduate tuition and required fees					
	1997–98		2002–03		Percent change	
	4 years and above	At least 2 but less than 4 years	4 years and above	At least 2 but less than 4 years	4 years and above	At least 2 but less than 4 years
Public institutions						
In-district						
Average charge	\$3,064	\$1,401	\$3,939	\$1,675	28.6	19.5
Median charge	2,838	1,296	3,702	1,680	30.4	29.6
In-state						
Average charge	3,064	1,719	4,045	2,041	32.0	18.7
Median charge	2,838	1,437	3,707	1,903	30.6	32.4
All other						
Average charge	7,960	4,096	10,244	4,713	28.7	15.1
Median charge	7,904	4,093	9,829	4,502	24.4	10.0
Private not-for-profit institutions						
Average charge	11,184	7,119	14,310	8,656	28.0	21.6
Median charge	10,889	6,595	14,220	8,900	30.6	35.0
Private for-profit institutions						
Average charge	8,457	7,343	11,439	10,321	35.3	40.6
Median charge	7,801	7,104	10,515	9,390	34.8	32.2

NOTE: Tuition data are not imputed. The item response rates for all cells on this table range from 88.9 percent to 100.0 percent. For public institutions, “in district” refers to the charges paid by a student who lives in the locality surrounding the institution, such as county; “all other” reflects out-of-state tuition and fees. Tuition and required fees are average institutional charges, not average amounts paid by students (i.e., charges are not weighted by enrollment).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1997 and Fall 2002.

degree/certificate-seeking undergraduates from Title IV institutions. These estimates are the amounts provided by the institutions’ financial aid offices and are used to determine a student’s financial need.

Considering differences in price of attendance for full-time, first-time, degree/certificate-seeking undergraduates (referred to here as “undergraduates”) by institutional control, 4-year private not-for-profit institutions were more expensive than either private for-profit or public institutions of the same level (table E). The average price of attendance for undergraduates attending 4-year private not-for-profit institutions in 2002–03 was \$23,100 for those living on campus, \$23,800 for those living off campus and not with family, and \$18,000 for those living off campus with family. This was somewhat higher than the price for these same students at 4-year private for-profit institutions. Public 4-year institutions reported an average price of \$12,500 for in-state undergraduates living on campus and

\$18,900 for out-of-state undergraduates living on campus during the 2002–03 academic year.

Two-year public institutions offered the lowest price of attendance overall during this same period, \$8,600 for in-state students living on campus and \$10,800 for out-of-state students living on campus. For the 2002–03 academic year, students attending private 2-year institutions paid higher prices. At private for-profit 2-year institutions, first-time students could expect to pay \$19,100 if living on campus, while their counterparts at private not-for-profit institutions paid \$16,300.

The average price of attendance for students living off campus and not with a family member was higher than for students living on campus, while students living with family paid less than all other categories of students across all types of institutions.

Table E. Average price of attendance for full-time, first-time, degree/certificate-seeking students at Title IV degree-granting institutions, by control of institution, residency, and level of institution: United States, academic year 2002–03

Control of institution, residency, and level of institution	On-campus price	Off-campus (not with family) price	Off-campus (with family) price
Public institutions			
In-state			
4 years and above	\$12,548	\$13,368	\$7,656
At least 2 but less than 4 years	8,566	9,883	5,186
Out-of-state			
4 years and above	18,937	19,757	14,045
At least 2 but less than 4 years	10,787	12,104	7,407
Private not-for-profit institutions			
4 years and above	23,094	23,847	18,007
At least 2 but less than 4 years	16,338	18,630	12,631
Private for-profit institutions			
4 years and above	21,932	20,962	15,732
At least 2 but less than 4 years	19,111	20,297	14,563

NOTE: Price of attendance includes tuition and fees, room and board charges, books and supplies, and other expenses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002.

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Data source: The NCES Integrated Postsecondary Education Data System (IPEDS), Fall 2002.

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Author affiliations: L.G. Knapp, consultant; J.E. Kelly, R.W. Whitmore, S. Wu, and L.M. Gallego, RTI International.

For questions about content, contact Aurora D'Amico (aurora.d'amico@ed.gov).

To obtain the complete report (NCES 2004–154), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Remedial Education

Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000

—Basmat Parsad and Laurie Lewis

This article was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the Postsecondary Education Quick Information System (PEQIS).

This study was conducted through the National Center for Education Statistics (NCES) Postsecondary Education Quick Information System (PEQIS). It was designed to provide current national estimates of the prevalence and characteristics of remedial courses and enrollments in degree-granting 2-year and 4-year postsecondary institutions that enrolled freshmen in fall 2000, and to report changes in remediation from fall 1995. For the purposes of this study, remedial education courses were defined as courses in reading, writing, or mathematics for college-level students lacking those skills necessary to perform college-level work at the level required by the institution.¹

Key Findings

This report presents data from the 2000 PEQIS survey and comparisons with the 1995 PEQIS survey on remedial course offerings, student participation in remedial programs, institutional structure of remedial programs, and the delivery of remedial courses through distance education. This study examined two issues not covered in the 1995 survey: types of technology used in the delivery of remedial education through distance education courses, and the use of computers as a hands-on instructional tool for on-campus remedial education. The data are presented by institutional type: public 2-year, private 2-year, public 4-year, and private 4-year.²

Remedial Course Offerings

In fall 1995 and 2000, institutions provided information about their remedial course offerings in the areas of greatest need for underprepared students—reading, writing, and mathematics³ (Merisotis and Phipps 2000).

In fall 2000, about three-fourths (76 percent) of the Title IV degree-granting 2- and 4-year institutions that enrolled freshmen offered at least one remedial reading, writing, or mathematics course (table A).⁴ A higher proportion of institutions offered remedial courses in mathematics (71 percent) and writing (68 percent) than in reading (56 percent). Remedial course offerings were generally limited to a small number of courses; the average (mean) number of different remedial courses offered by an institution was 2.0 for reading, 2.0 for writing, and 2.5 for mathematics (table B).

Public 2-year colleges were more likely than other types of institutions to provide remedial education. In fall 2000, public 2-year institutions (98 percent) were more likely than other types of institutions (59 to 80 percent) to offer one or more college-level remedial reading, writing, or mathematics courses (table A), and they offered a greater number of different remedial courses, on average (table B).

Public 4-year institutions were also significant providers of remedial education in fall 2000. Compared with private 4-year institutions, public 4-year institutions were more likely to offer one or more remedial reading, writing, or mathematics courses (80 vs. 59 percent) (table A), and they offered a greater number of different remedial reading, writing, and mathematics courses, on average (table B).

Remedial education services or courses were offered to local business and industry by 21 percent of the institutions enrolling freshmen in fall 2000.⁵ Among institutions that provided remedial services to business and industry, a higher proportion provided remediation in mathematics (93 percent) than in reading (81 percent). Public 2-year colleges were more likely than public or private 4-year institutions to offer remedial services or courses to local business and industry (56 percent vs. 8 and 3 percent, respectively).

¹ Respondents were asked to include any courses meeting the definition, regardless of the course name. Institutions may use other names for remedial courses, including “developmental,” “compensatory,” or “basic skills.”

² Differences by institutional type are reported only when they are statistically significant.

³ Institutions were instructed on the front of the questionnaire to respond for their regular undergraduate programs, except for question 13, which asked about services/courses to business and industry. Thus, remedial courses offered to business and industry were not considered in the institution's reporting of remedial course offerings in other sections of the questionnaire.

⁴ All analyses in this report are based on institutions that enrolled freshmen at the time of the survey.

⁵ Remedial courses offered to local business and industry do not include courses in the institutions' regular undergraduate programs.

Table A. Number of degree-granting institutions that enrolled freshmen, and the percentage of those institutions that offered remedial reading, writing, or mathematics courses, by institution type: Fall 1995 and 2000

Year and institution type	Number of degree-granting institutions with freshmen	Percentage of institutions that offered remedial courses in			
		Reading, writing, or mathematics	Reading	Writing	Mathematics
2000					
All institutions	3,230	76	56	68	71
Public 2-year	1,080	98	96	96	97
Private 2-year	270	63	37	56	62
Public 4-year	580	80	49	67	78
Private 4-year	1,300	59	30	46	49
1995					
All institutions	2,990	77	57	71	72
Public 2-year	940	100	99	99	99
Private 2-year	330	64	30	62	62
Public 4-year	540	80	52	71	78
Private 4-year	1,180	62	33	52	50

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in fall 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in fall 1995. The numbers of institutions have been rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Remedial Education in Higher Education Institutions," PEQIS 6, 1995; and "Remedial Education in Higher Education Institutions: Fall 2000," PEQIS 12, 2001. (Originally published as table 1 on p. 8 of the complete report from which this article is excerpted.)

Table B. Mean number of different remedial courses offered by degree-granting institutions that enrolled freshmen, by subject area and institution type: Fall 1995 and 2000

Year and institution type	Reading	Writing	Mathematics
2000			
All institutions	2.0	2.0	2.5
Public 2-year	2.5	2.6	3.4
Private 2-year	‡	1.6	1.8
Public 4-year	1.6	1.6	2.1
Private 4-year	1.2	1.3	1.5
1995			
All institutions	2.2	2.0	2.5
Public 2-year	2.7	2.7	3.6
Private 2-year	‡	‡	1.3
Public 4-year	1.6	1.5	2.0
Private 4-year	1.5	1.4	1.5

‡ Reporting standards not met; too few cases for a reliable estimate.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in fall 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in fall 1995. The means are based on institutions that offered remedial courses in that subject in that year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Remedial Education in Higher Education Institutions," PEQIS 6, 1995; and "Remedial Education in Higher Education Institutions: Fall 2000," PEQIS 12, 2001. (Originally published as table 2 on p. 11 of the complete report from which this article is excerpted.)

Between 1995 and 2000, no differences were detected in the overall proportion of institutions that offered at least one college-level remedial reading, writing, or mathematics course, although the proportion of institutions that offered remedial writing courses declined from 71 percent to 68 percent (table A). No differences were detected in the average number of different remedial reading, writing, or mathematics courses offered during this time period (table B).

Participation in Remedial Courses

In fall 2000, 28 percent of entering freshmen enrolled in one or more remedial reading, writing, or mathematics courses (table C). The proportion of freshmen who enrolled in remedial courses was larger for mathematics than writing (22 vs. 14 percent), and it was smallest for reading (11 percent). The time that students spent in remediation was generally limited to 1 year or less; in fall 2000, a majority (60 percent) of institutions that offered remedial courses indicated that the average time a student spent in remediation was less than 1 year, about one-third (35 percent) indicated that the average time was 1 year, and

5 percent reported an average time of more than 1 year (table D).⁶

Public 2-year colleges enrolled more of their entering freshmen in remedial courses (table C), and they reported longer average time periods that students spent in remediation (table D), compared with other types of institutions in fall 2000. For example, 42 percent of freshmen at public 2-year colleges and 12 to 24 percent of freshmen at other types of institutions enrolled in at least one remedial reading, writing, or mathematics course. Compared with private 4-year institutions, public 4-year institutions also enrolled a higher proportion of freshmen in one or more remedial reading, writing, or mathematics courses (table C), and they reported longer average time periods that students spent in remediation (table D).

⁶Students may also choose to limit the time they spend in remediation in order to qualify for federal student aid. Based on federal policy, students may not be considered eligible for federal financial aid if they are enrolled solely in remedial programs or if remedial coursework exceeds one academic year (Higher Education Act of 1965, as amended).

Table C. Number of entering freshmen at degree-granting institutions, and the percentage of entering freshmen enrolled in remedial courses, by subject area and institution type: Fall 1995 and 2000

Year and institution type	Number of entering freshmen (in thousands)	Percentage of entering freshmen enrolled in remedial courses in			
		Reading, writing, or mathematics	Reading	Writing	Mathematics
2000					
All institutions	2,396	28	11	14	22
Public 2-year	992	42	20	23	35
Private 2-year	58	24	9	17	18
Public 4-year	849	20	6	9	16
Private 4-year	497	12	5	7	8
1995					
All institutions	2,100	28	12	16	22
Public 2-year	936	40	19	24	32
Private 2-year	53	26	11	19	23
Public 4-year	721	21	8	11	17
Private 4-year	389	12	5	7	8

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in fall 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in fall 1995. The PEQIS surveys asked institutions about the *percentage* of entering freshmen enrolled in remedial education. The percentages were used with information from the Integrated Postsecondary Education Data System (IPEDS) 2000 Fall Enrollment file about the total *number* of first-time freshmen (both full and part time) enrolled at the institution. The IPEDS information about the total number of first-time freshmen was used (a) to convert the PEQIS questionnaire data on the *percentage* of entering freshmen enrolled in remedial education to the *number* of entering freshmen enrolled in remedial education at each institution, and (b) as a denominator to calculate the *percentage* of entering freshmen enrolled in remedial education *across all institutions* that enrolled freshmen. Thus, national estimates for the percentage of entering freshmen enrolled in remedial education were obtained by dividing the sum of entering freshmen enrolled in remedial education across all institutions by the sum of all first-time freshman enrollments across all institutions. To maintain comparability with previous estimates of freshman enrollment in remedial education, the information from IPEDS used in this calculation included only first-time, first-year students; other first-year students were not included. It is possible that institutions may have included both types of first-year students in their estimates of entering freshmen enrolled in remedial education. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Remedial Education in Higher Education Institutions," PEQIS 6, 1995; and "Remedial Education in Higher Education Institutions: Fall 2000," PEQIS 12, 2001. (Originally published as table 4 on p. 18 of the complete report from which this article is excerpted.)

Table D. Among degree-granting institutions that offered remedial courses, percentage distribution indicating the approximate average length of time a student takes remedial courses at the institution, by institution type: Fall 1995 and 2000

Year and institution type	Less than 1 year	1 year	More than 1 year
2000			
All institutions	60	35	5
Public 2-year	37	53	10
Private 2-year	84	11!	#
Public 4-year	62	35	3
Private 4-year	83	16	#
1995			
All institutions	67	28	5
Public 2-year	45	44	11
Private 2-year	95	5	#
Public 4-year	69	28	3!
Private 4-year	84	14	#

Rounds to zero.

! Interpret data with caution; coefficient of variation greater than 50 percent.

Reporting standards not met; too few cases for a reliable estimate.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in fall 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in fall 1995. Percentages are based on institutions that offered at least one remedial reading, writing, or mathematics course in that year. Detail may not sum to totals because of rounding and not reporting where there are too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Remedial Education in Higher Education Institutions," PEQIS 6, 1995; and "Remedial Education in Higher Education Institutions: Fall 2000," PEQIS 12, 2001. (Originally published as table 5 on p. 19 of the complete report from which this article is excerpted.)

Between 1995 and 2000, no differences were detected in the proportion of entering freshmen who enrolled in at least one remedial reading, writing, or mathematics course (table C). Data on the reported time spent in remediation, however, suggest an increase in the average length of time that students spent in remedial education courses. For example, between 1995 and 2000, the proportion of institutions that reported an average of 1 year of remediation for students increased from 28 percent to 35 percent, while the proportion indicating an average of less than 1 year of remediation for students decreased from 67 percent to 60 percent (table D).

Institutional Structure of Remedial Programs

Institutions were asked about the following strategies for organizing and delivering remedial programs: the approach for selecting students who need remedial coursework, whether enrollment in remedial courses is mandatory or optional for students who were determined to need remediation, the kinds of restrictions placed on remedial coursetaking, the types of credit awarded for remedial coursework, and the primary provider of remedial courses at the institution.

In fall 2000, the most common approach to select students for remedial coursework was to give placement tests to all entering students; 57 to 61 percent of institutions used this approach for remedial reading, writing, and mathematics courses. Institutions also tended to have mandatory placement policies for students who were determined to need remediation. In fall 2000, 75 to 82 percent of the institutions required students who were determined to need remediation to enroll in remedial reading, writing, or mathematics courses.

Most institutions have some kind of restrictions on the extent to which remedial students can participate in regular courses and the type of credit awarded for remedial coursework. In fall 2000, 82 to 88 percent of institutions placed some restrictions on the regular courses that students could take while they were enrolled in remedial reading, writing, or mathematics courses. In addition, the most frequent type of credit given for remedial courses was institutional credit (e.g., counts toward financial aid, campus housing, or full-time student status, but does not count toward degree completion); 73 to 78 percent of the institutions most frequently gave institutional credit for

remedial reading, writing, or mathematics coursework, 10 to 14 percent most often gave elective degree credit, and 2 to 4 percent most often gave subject degree credit.

In fall 2000, about one-fourth (26 percent) of the institutions reported that there was a limit on the length of time a student may take remedial courses at their institution. Time limits on remediation were set by institutional policy in 71 percent of these institutions, and by state policy or law in 24 percent of institutions with such limits. Finally, institutions tended to rely on their traditional academic departments as the primary providers of remedial education in fall 2000; a majority of institutions cited their traditional academic departments as the most frequent providers of remedial writing (70 percent), mathematics (72 percent), and reading courses (57 percent).

Between 1995 and 2000, institutions tended to move toward more restrictive remedial policies on student participation in regular coursework during remediation. For each subject area, there was an increase in the proportion of institutions that had some restrictions on the regular courses that students could take while they were enrolled in remedial courses. In addition, between 1995 and 2000, there was an increase in the proportion of institutions that required students who needed remedial mathematics to participate in such courses (from 75 to 81 percent).

Use of Advanced Technology in Remedial Education

The institutional strategies for delivering remedial education courses examined in this report include the use of advanced technology in the delivery of remedial courses through distance education and on-campus instruction. In fall 2000, 13 percent of the institutions offered remedial

courses through distance education, compared to 3 percent in 1995, and about one-third (31 to 35 percent) of the institutions reported that computers were used frequently by students as a hands-on instructional tool for on-campus remedial reading, writing, and mathematics courses (table E).

Public 2-year colleges were the primary users of advanced technology in remedial education. In fall 2000, public 2-year colleges were more likely than other types of institutions to offer their remedial courses through distance education (25 percent vs. 8 percent or less). Public 2-year colleges were also more likely than public or private 4-year institutions to report that they frequently used computers as a hands-on instructional tool for their on-campus remedial reading, writing, and mathematics courses (table E).

Reference

Merisotis, J., and Phipps, R. (2000). Remedial Education in Colleges and Universities: What's Really Going On? *The Review of Higher Education*, 24(1): 67–85.

Data sources: The NCES Postsecondary Education Quick Information System (PEQIS), "Remedial Education in Higher Education Institutions," PEQIS 6, 1995; and "Remedial Education in Higher Education Institutions: Fall 2000," PEQIS 12, 2001.

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Author affiliations: B. Parsad and L. Lewis, Westat.

For questions about content, contact Bernard Greene (bernard.greene@ed.gov).

To obtain the complete report (NCES 2004–010), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Table E. Among Title IV degree-granting institutions that offered remedial courses in the given subjects, percentage distribution indicating how frequently computers are used by students as a hands-on instructional tool for on-campus remedial courses, by subject area and institution type: Fall 2000

Institution type	Reading			Writing			Mathematics		
	Never or very rarely	Occasionally	Frequently	Never or very rarely	Occasionally	Frequently	Never or very rarely	Occasionally	Frequently
All institutions	26	40	34	24	41	35	29	40	31
Public 2-year	16	41	42	10	44	46	17	44	40
Private 2-year	‡	‡	‡	33	46	21	39	33	28
Public 4-year	28	45	27	33	40	26	34	41	25
Private 4-year	44	33	23	39	36	25	43	33	23

‡ Reporting standards not met; too few cases for a reliable estimate.

NOTE: Data are for Title IV degree-granting institutions that enrolled freshmen in fall 2000. Percents are based on institutions that offered at least one remedial course in that subject in fall 2000. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Remedial Education in Higher Education Institutions: Fall 2000," PEQIS 12, 2001. (Originally published as table 12 on p. 33 of the complete report from which this article is excerpted.)

Academic Libraries: 2000
Nancy Carey and Natalie M. Justh 109

Libraries Academic Libraries: 2000

Nancy Carey and Natalie M. Justh

This article was originally published as the Introduction and Highlights of the E.D. TAB report of the same name. The universe data are from the NCES Academic Libraries Survey (ALS).

This report presents detailed tabulations for the 2000 Academic Libraries Survey (ALS). In 2000, the ALS was conducted by the U.S. Department of Education's National Center for Education Statistics (NCES).¹ The ALS has been conducted by NCES since 1966 at irregular intervals. Beginning with the 1990 survey, it has been conducted on a 2-year cycle.

The data in this report cover all academic libraries in 2-year and 4-year degree-granting postsecondary institutions in the United States, including institutions that are eligible for Title IV aid, branch campuses of Title IV-eligible institu-

tions, and institutions that are eligible for Title IV aid, but for deferment only.

The tables in this publication summarize library services (including electronic services), library staff, library collections, and library expenditures for libraries in degree-granting postsecondary institutions in the 50 states and the District of Columbia. Library staff data are for fall 2000. Library circulation and interlibrary loans are for fiscal year (FY) 2000. Other library services are for a typical week in the fall of 2000. Operating expenditures and library collections are for FY 2000. FY 2000 is defined as any 12-month period between June 1, 1999, and September 30, 2000, that corresponds to the institution's fiscal year.

Number of Academic Libraries

In FY 2000, of the 3,923 2-year and 4-year degree-granting postsecondary institutions in the United States, 3,527 reported in the NCES-sponsored ALS that they had their

¹From 1988 to 1998, the ALS was a part of the IPEDS (Integrated Postsecondary Education Data System) system. IPEDS is the U.S. Department of Education's vehicle for collecting data from all postsecondary institutions in the United States. Topics included within IPEDS are institutional characteristics, fall enrollment, completions, finance, faculty salaries, and fall staff. Beginning in the year 2000, the ALS began collecting data independent from the IPEDS data collection; however, data from the ALS can still be linked to IPEDS data using the institution's UNITID number. IPEDS also provides the frame used in the ALS.

own academic library.² Of these 3,527 libraries, 87 percent responded to the ALS.

Services

Circulation

In FY 2000, academic libraries at degree-granting postsecondary institutions in the United States reported a total of about 194.0 million circulation transactions, including reserves.

Interlibrary loans

In FY 2000, academic libraries provided a total of about 9.5 million interlibrary loans to other libraries (both academic libraries and other types of libraries) and received about 7.7 million loans.

Public service hours

Twenty-five libraries reported that they were open 168 hours a week, or 24 hours a day, 7 days a week. Overall, the largest percentage of academic libraries (44 percent) reported providing 60 to 79 hours of public service per typical week in fall 2000. In addition, 40 percent provided 80 or more public service hours per typical week. The percentage of institutions providing 80 or more public service hours ranged from 6 percent in less-than-4-year institutions to 81 percent in doctorate-granting institutions.

Electronic services

In FY 2000, 94 percent of degree-granting postsecondary institutions with an academic library had access from within the library to an electronic catalog of the library's holdings, 99 percent had Internet access within the library, 73 percent had library reference service by e-mail within the library, and 72 percent had access to library reference service by e-mail from elsewhere on campus. Ninety-eight percent had instruction by library staff on the use of Internet resources within the library.

In FY 2000, 58 percent of academic libraries had technology within the library to assist persons with disabilities, and 49 percent had access to this service from elsewhere on campus. Ninety-four percent of academic libraries provided services to distance education students.

More than four-fifths (82 percent) of academic libraries had computers not dedicated to library functions for patron use inside the library. Less than one-fifth (18 percent) had video/desktop conferencing by or for the library within the library, and about one-fourth (26 percent) had access from elsewhere on campus. Twenty-one percent had satellite broadcasting by or for the library within the library, and 29 percent had access from elsewhere on campus.

Nearly one-half (49 percent) of academic libraries provided electronic document delivery to patrons' accounts.

Other services

- In total, academic libraries reported a gate count of about 16.5 million visitors per typical week in fall 2000 (about 1.6 visits per total full-time-equivalent [FTE] enrollment).³
- About 1.6 million reference transactions were reported in a typical week in fall 2000 by all academic libraries.
- In FY 2000, academic libraries reported about 432,000 presentations to groups serving about 7.5 million.

Collections

Total number of volumes

All together, the nation's 3,527 academic libraries at degree-granting postsecondary institutions reported inventories totaling 913.5 million paper volumes (books, bound serials, and government documents) at the end of FY 2000.

Of the total paper volumes held at the end of FY 2000, 43 percent (396.8 million) were held by 4 percent (126) of the institutions, which are those categorized under the Carnegie Classification as Research I or Research II institutions. Fifty-five percent of the volumes were at those institutions classified as either Research or Doctoral in the Carnegie Classification.

Median volumes per FTE student

The median number of paper volumes held per FTE student was 53.2 volumes. Median volumes held ranged from 18.1 per FTE student in less-than-4-year institutions to 116.0 in doctorate-granting institutions.

²The remaining 396 2-year and 4-year degree-granting postsecondary institutions in the United States were not identified as having their own library either because they shared a library with 1 or more of 88 other institutions (156 institutions) or because they did not have an academic library as defined by the survey and were therefore out of scope (240 institutions). The 88 institutions that share their libraries are included in the 3,527 institutions that report having their own academic library.

³FTE enrollment is calculated by adding one-third of part-time enrollment to full-time enrollment. Enrollment data are from the 1998–99 IPEDS "Fall Enrollment Survey." Calculations are based on a total FTE enrollment of 10,316,579.

In FY 2000, the median number of paper volumes added to collections per FTE student was 1.5. The median number added ranged from 0.7 per FTE student in less-than-4-year institutions to 2.7 in doctorate-granting institutions.

Staff

There was a total of 95,665 FTE staff working in academic libraries in FY 2000. Of these, 31,016 (32 percent) were librarians or other professional staff; 37,899 (40 percent) were other paid staff; 229 (less than one-half of 1 percent) were contributed services staff; and 26,521 (28 percent) were student assistants.

Excluding student assistants, the median number of academic library FTE staff per 1,000 FTE students was 5.6. The median ranged from 3.7 in less-than-4-year institutions to 8.5 in doctorate-granting institutions.

Expenditures

In FY 2000, total expenditures for the 3,527 libraries at degree-granting postsecondary institutions were \$5.0 billion. The three largest expenditure items for all academic libraries were salaries and wages at \$2.5 billion (50 per-

cent); current paper and electronic serial subscriptions at \$1.1 billion (23 percent); and paper books and bound serials at \$552.1 million (11 percent).

The 568 libraries at doctorate-granting institutions (16 percent of the total institutions) accounted for \$3.3 billion, or 65 percent of the total expenditure dollars at all academic libraries at degree-granting postsecondary institutions.

In FY 2000, the median amount for total operating expenditures per FTE student was \$326.46, and the median for information resource expenditures was \$90.91.

Data source: The NCES Academic Libraries Survey (ALS), 2000.

For technical information, see the complete report:

Carey, N., and Justh, N.M. (2003). *Academic Libraries: 2000* (NCES 2004-317).

Author affiliations: N. Carey and N.M. Justh, Mathematica Policy Research, Inc.

For questions about content, contact Jeffrey W. Williams (jeffrey.williams@ed.gov).

To obtain the complete report (NCES 2004-317), call the toll-free ED Pubs number (877-433-7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).



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Volunteer Service

Volunteer Service by Young People From High School Through Early Adulthood

—Mike Planty and Michael Regnier

This article was originally published as a Statistics in Brief report. The sample survey data are from the National Education Longitudinal Study of 1988 (NELS:88). Technical notes from the original report have been omitted.

This Statistics in Brief examines the patterns and characteristics of individual involvement in community service activities from high school through early adulthood. Using data from the National Education Longitudinal Study of 1988 (NELS:88), this Brief describes the characteristics of young adults who volunteered, when they volunteered, why they volunteered, and for which types of organizations they volunteered. Based on data from the NELS:88 1992 sample of 12th-grade students—who were asked about their high school volunteer service for the period 1990–92 and then re-interviewed in 1994 and again in 2000—this Brief also examines whether high school volunteer service was related to volunteering 2 years and 8 years after their scheduled high school graduation.

Major findings include the following:

- After high school, young adults as a group were less active as community service volunteers (table 2). Forty-four percent of young adults volunteered in high school compared to 33 percent 8 years later, a 25 percent decline.
- Individual volunteering patterns showed large variation. While about 68 percent of young adults volunteered at least once in the three survey periods, 12 percent volunteered consistently across all survey periods (figure 1 and table 2).
- “Consistent volunteers” were more likely to be female (14 percent) than male (11 percent) and from households of higher socioeconomic status (SES) (table 2).
- Females (50 percent) were more likely than males (38 percent) to volunteer in high school, but no differences were detected between the sexes 2 years out of high school (38 percent for males and 39 percent for females) (table 2). Male volunteering declined (to 29 percent) by the 8th year after scheduled high school graduation; no further change was detected in female volunteering (37 percent).

- White young adults (47 percent) were more likely than Black (36 percent) and Hispanic (38 percent) young adults to volunteer in high school (table 2). Eight years after high school, Blacks (41 percent) were more likely than Whites (32 percent), Hispanics (31 percent), and Asians (27 percent) to report volunteering.
- Students from households of high SES were more likely to volunteer in high school (60 percent) than students from households of both low (28 percent) and middle (41 percent) SES (table 2). Eight years later, however, volunteering by individuals from high SES households had dropped 35 percent compared to a 20 percent drop in participation by individuals from middle SES households. However, individuals from high SES households were still more likely to volunteer in the year 2000 than individuals from both low and middle SES households.
- Volunteering in high school was related to later volunteering:
 - Fifty-four percent of adolescents who performed volunteer service in high school (1990–92) volunteered again 2 years later, in 1994, whereas 27 percent of those who did not volunteer in high school volunteered in 1994 (table 3).
 - Forty-two percent of adolescents who performed volunteer service in high school (1990–92) volunteered again 8 years later, in 2000, whereas 26 percent of those who did not volunteer in high school volunteered in 2000 (table 4).
- No difference in the likelihood of volunteering 8 years after graduation was detected between young adults who performed only mandatory volunteer service in high school and students who performed no high school volunteering (28 vs. 26 percent, respectively) (table 4). Both of these groups—mandatory and nonvolunteers—were less likely to volunteer 8 years after high school than persons who were strongly encouraged to volunteer or did it for strictly voluntary reasons (43 percent).

Introduction

Encouraging young adults to volunteer to serve their community is widely viewed as beneficial to the individual as well as to society. In volunteering, individuals can take responsibility for their community, learn to understand the conditions that other people face, and appreciate the value of community participation (Calabrese and Schumer 1986;

Youniss, McLellan, and Yates 1997; Nolin et al. 1997; Smith 1999; Metz and Youniss 2003).

Many schools and postsecondary institutions have established programs that promote, and in some cases require, student community service (Frase 1995; Nolin et al. 1997). Education administrators have emphasized student volunteerism by incorporating service experiences into classroom activities and graduation requirements (Kraft 1996; Skinner and Chapman 1999; Stukas, Snyder, and Clary 1999; Eyler 2002). Past research has found that students who participate in these programs tend to have stronger ties to school, peers, and the community, as well as a higher exhibition of other positive social behaviors (Nolin et al. 1997; Youniss, McLellan, and Yates 1997; Smith 1999; Metz and Youniss 2003). Given these potential benefits, it is important to understand the characteristics and patterns of volunteering among young adults.

NELS:88 provides insight into community service from high school through young adulthood. Previous research using the NELS:88 1992 senior class found that 44 percent reported performing community service when asked about the past 2 years (1990–92) (Frase 1995). Females, Whites, Asians, and students from households of higher socioeconomic status were more likely to volunteer than other seniors. In the early 1990s, high school students were most often motivated to volunteer for “strictly voluntary” reasons (table 1). Thirty-eight percent said their participation was strictly voluntary compared to 17 percent who were strongly encouraged by someone else, 7 percent who were required for class, and 9 percent who were required for other reasons.¹

This Brief extends these cross-sectional findings about high school volunteering and examines the volunteering activities and patterns of the same 1992 senior cohort 2 years and 8 years after most cohort members had graduated from high school. The characteristics of young adult volunteers, their motivation for volunteering, and the types of organizations for which they volunteered may have important implications for their participation in community service later in life; encouraging early involvement with volunteer organizations may lead to an enduring habit of service (Smith 1999; Metz and Youniss 2003). By identifying the patterns of persistence and desistance in volunteering by young adults, a portrait of these initial, formative years is

¹These responses were not mutually exclusive; students could have volunteered multiple times for different reasons.

Table 1. Percentage of young adults, by participation in unpaid volunteer or community service activities, motivation for participation, and select student characteristics: 1990–92

Student characteristic	Participants					Non-participants ¹
	Motivation					
	Strictly voluntary	Court-ordered	Required for a class	Required for other reasons	Strongly encouraged by someone else	
All students	37.7	1.6	7.4	9.2	17.0	54.2
Sex						
Male	31.9	2.1	6.3	8.2	14.8	59.7
Female	43.7	1.1	8.5	10.1	19.3	48.7
Race/ethnicity						
White, non-Hispanic	40.9	1.3	7.4	8.6	18.3	51.9
Black, non-Hispanic	28.5	3.7	6.8	10.8	13.4	62.1
Hispanic	29.8	1.3	7.6	10.7	13.5	59.0
Asian/Pacific Islander	36.4	1.2	9.0	13.8	17.2	52.0
Native American/Alaska Native	17.4	0.8	2.2	1.9	8.0	77.1
SES ²						
Low quartile	22.3	1.3	4.4	6.7	8.7	69.6
Middle two quartiles	35.4	1.7	6.7	8.4	16.1	57.4
High quartile	52.8	1.6	10.9	12.2	24.3	38.2

¹Nonparticipants did not report performing volunteer service for the 1990–92 period.

²SES = socioeconomic status of household in 1988.

NOTE: Percentages are of the total population for each group. Respondents may have reported more than one motivation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), "Fourth Follow-up, Student Survey, 2000."

described. To that end, this Brief provides estimates of the prevalence and quality of volunteering activities by individual demographic characteristics in 1990–92, 1994, and 2000. Changes in the level of participation and type of volunteering are described over the 10-year period. Finally, the relationship between high school volunteering in 1990–92 and volunteering 8 years later, in 2000, is examined.

Changes in Volunteer Service Among Young Adults: 1990–2000

This section examines changes in volunteer service participation by young adults, as a group and individually, starting with their high school years in 1990–92, then in 1994, and again in 2000. Individual patterns of volunteer service onset, persistence, and desistance within these three survey periods are compared to the aggregate group patterns. Prevalence and change across these three time periods are examined by sex, race/ethnicity, and 1988 household SES.

Young adults as a group were less active as community service volunteers after high school. Volunteering among this 12th-grade cohort declined 25 percent 8 years after high school, in 2000 (table 2). Forty-four percent of young adults volunteered in high school compared to 33 percent

8 years later. A decrease occurred just 2 years after high school where volunteering declined from 44 percent in 1990–92 to 39 percent in 1994. For the entire 1990–2000 period, however, 68 percent of all young adults reported participating at least once in unpaid community service.

This aggregate pattern is made up of a variety of individual volunteering patterns as shown by the onset, persistence, and desistance across these three survey periods (figure 1 and table 2). While 44 percent of young adults volunteered in high school, 24 percent volunteered in both high school and 1994, and 18 percent volunteered in both high school and 2000. Twelve percent of young adults volunteered consistently across 1990–92, 1994, and 2000, compared to 68 percent who volunteered at least once during the three survey periods.

Consistent volunteers were more likely to be female (14 percent) than male (11 percent). They were also more likely to be from higher SES households. Twenty percent of young adults from high SES households were consistent volunteers compared to 10 percent from middle SES households and 6 percent from low SES households. No differences in the percentage of consistent volunteers

Table 2. Percentages of students who reported participating in an unpaid volunteer or community service activity in high school and in subsequent follow-up periods, by select student characteristics: 1990-92, 1994, and 2000

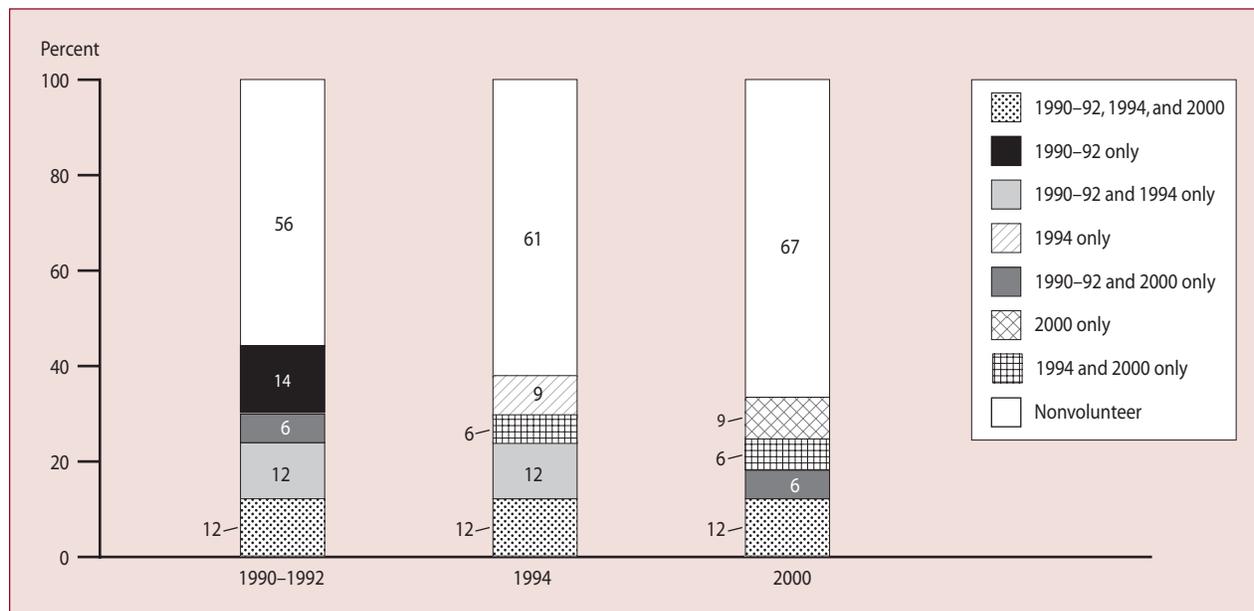
Student characteristic	Volunteer activity												Percent change 1990-92 to 2000 ¹
	1990-92	1994	2000	1990-92 and 1994	1990-92 and 2000	1990-92 only	1994 only	2000 only	1990-92 and 1994 only	1990-92 and 2000 only	1990-92, 1994, and 2000	Any volunteering 1990-92, 1994, or 2000	
All students	44.0	38.7	32.8	23.7	18.3	14.1	9.3	8.9	11.6	6.1	12.2	67.8	-25.4
Sex													
Male	38.2	38.0	29.0	21.0	15.6	12.2	11.3	7.6	10.5	5.1	10.5	62.9	-24.2
Female	49.8	39.4	36.6	26.5	21.0	16.1	7.4	10.2	12.7	7.2	13.8	72.8	-26.4
Race/ethnicity													
White, non-Hispanic	46.6	40.3	32.2	25.9	18.9	14.5	7.6	8.7	13.1	6.1	12.8	68.6	-30.8
Black, non-Hispanic	35.9	35.5	40.9	17.4	17.7	11.7	16.0	10.9	6.5	6.8	10.9	70.0	13.8
Hispanic	37.5	33.3	30.7	18.8	16.7	12.9	9.4	10.0	7.9	5.8	10.8	61.5	-18.3
Asian/Pacific Islander	45.7	34.9	26.7	20.4	16.7	18.8	6.3	10.8	10.1	6.4	10.3	66.5	-41.5
Native American/ Alaska Native	19.1	39.4	26.6	10.4	4.8	7.4	15.7	22.9	6.9	1.3	3.5	63.8	39.3
SES													
Low quartile	27.8	26.1	25.0	12.1	10.7	11.2	10.9	10.6	5.9	4.5	6.2	52.7	-10.1
Middle two quartiles	41.2	35.4	32.9	19.8	16.3	15.1	10.7	9.6	9.8	6.2	10.1	67.4	-20.1
High quartile	59.8	53.0	38.7	38.5	27.4	14.1	4.8	8.0	18.3	7.2	20.2	79.1	-35.4

¹Percent change, 1990-92 to 2000, is derived by dividing the difference between the percentages of volunteers in 2000 and 1990-92 by the 1990-92 percentage.

NOTE: SES = socioeconomic status of household in 1988.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), "Fourth Follow-up, Student Survey, 2000."

Figure 1. Percentage of young adults participating in an unpaid volunteer or community service activity in high school and in subsequent follow-up periods: 1990-92, 1994, and 2000



NOTE: Detail may not sum to totals because of rounding. Nonvolunteers included those who did not participate in volunteer activities and a small percentage of nonrespondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), "Fourth Follow-up, Student Survey, 2000."

were detected between racial/ethnic groups with one exception. All racial/ethnic groups reported higher percentages of consistent volunteers than Native Americans.

A number of young adults volunteered in one period only (table 2). Fourteen percent of young adults volunteered only in high school (1990–92), 9 percent volunteered only in 1994, and another 9 percent only in 2000.

As reported for this same high school senior sample in 1990–92 (Frase 1995), volunteering patterns varied by sex, race/ethnicity, and SES over the 10-year period.

Volunteering differences by sex

Overall, females were more likely than males to volunteer at least once in this 10-year period (73 percent vs. 63 percent, respectively) (table 2). Females were more likely than males to volunteer in high school (50 percent vs. 38 percent, respectively), but no difference in the level of participation by sex was detected 2 years out of high school (39 percent and 38 percent, respectively). By 2000, however, male volunteering had declined and females were more likely to volunteer than males (37 percent vs. 29 percent, respectively). For males, no differences were detected in the percent volunteering between high school and 2 years after high school (38 percent in both cases). Males were less likely to volunteer 8 years out of high school, in 2000 (29 percent), than they were in both 1990–92 and 1994 (38 percent in both cases).

Examining individual patterns, females were more likely to volunteer both in 1990–92 and 1994, and in 1990–92 and 2000 than males. Twenty-seven percent of females volunteered in both high school and 1994 compared to 21 percent of males. Twenty-one percent of females volunteered in both high school and 2000 compared to 16 percent of males.

Volunteering differences by race/ethnicity

Overall, Whites (47 percent) were more likely to volunteer than Blacks (36 percent), Hispanics (38 percent), and Native Americans (19 percent) in high school (1990–92) (table 2). Volunteering among Whites declined 31 percent (from 47 percent to 32 percent) between their high school years (1990–92) and the year 2000. Asians also showed a decrease in volunteering from 1990–92 to 2000 (46 percent vs. 27 percent, respectively).² Whites (69 percent) and Blacks (70 percent) were both more likely than Hispanics

(62 percent) to volunteer at least once during the study period.

Examining individual patterns, Whites were more likely to volunteer in 1990–92 and 1994 than Blacks, Hispanics, Asians, and Native Americans. Twenty-six percent of Whites volunteered in high school and 1994 compared to 17 percent of Blacks, 19 percent of Hispanics, 20 percent of Asians, and 10 percent of Native Americans.

Volunteering differences by SES

Overall, young adults from higher SES households were more likely to volunteer than young adults from lower SES households for all time periods (table 2). In high school, 60 percent of students from high SES households volunteered compared to 41 percent from middle SES households and 28 percent from low SES households. By the year 2000, volunteering by individuals in the high SES households had dropped to 39 percent. However, individuals from high SES households were still more likely to volunteer in the year 2000 than those from both low and middle SES households. Volunteering by individuals from low SES households did not show a detectable change from high school through 1994 and 2000 (28, 26, and 25 percent, respectively). Volunteering by individuals from middle SES households decreased from the 1990–92 high school years (41 percent) to 1994 (35 percent), but no differences were detected between 1994 and 2000 (33 percent).

Examining individual patterns, young adults from high SES households were more likely to volunteer both in 1990–92 and 1994, and in 1990–92 and 2000 than young adults from lower SES households. Thirty-nine percent of individuals from high SES households volunteered in both high school and 1994 compared to 12 and 20 percent of individuals from low and middle SES households, respectively. Twenty-seven percent of individuals from high SES households volunteered in both high school and 2000 compared to 11 and 16 percent of individuals from low and middle SES households, respectively.

Volunteering Patterns 2 Years After High School

After high school, many students either go on to a postsecondary educational institution, enter the labor market, or do both.³ These individuals may marry, have

²Although the percentage of Blacks who volunteered appears to increase between 1990–92 and 2000, this increase is not statistically significant.

³In 1994, 56 percent of the 1992 senior cohort reported being enrolled in at least one academic course in a 2- or 4- year college, and 63 percent reported being employed in either full- or part-time jobs. Eighty-eight percent reported being involved in at least one of these activities.

children, and live on their own. These life changes place additional constraints on time and finances that may limit involvement in unpaid community service. On the other hand, many colleges and universities provide their students with the opportunities and resources to engage in such service, which may increase the level of participation among young adults. In this section, the characteristics of young adults who perform volunteer service 2 years after high school and the organizations for which they volunteer are examined.⁴

In 1994, 2 years after scheduled high school graduation, 39 percent of the young adult cohort performed some type of unpaid community service (table 3). This was a decline from the 44 percent of the cohort who volunteered in high school (table 2). The type of organization for which young adults volunteered in 1994 was varied (table 3). Twelve percent of young adults volunteered for church-related organizations, 11 percent in hospital settings, and 10 percent for youth organizations.

Volunteering differences by sex: 1994

As noted earlier, 38 percent of males and 39 percent of females volunteered in 1994 (table 3). In 1994, 12 percent of males volunteered for church-related organizations, 11 percent for youth organizations, and 9 percent each for hospitals and for sports clubs. Thirteen percent of females each volunteered for church-related organizations and for hospitals, and 10 percent volunteered for youth organizations.

Volunteering differences by race/ethnicity: 1994

In 1994, the only racial or ethnic difference detected was the 7 percentage point gap between Whites and Hispanics (table 3). Forty percent of Whites volunteered compared to 33 percent of Hispanics. In terms of organizational preference, Blacks were more likely to volunteer for church-related organizations (15 percent) than any other type of organization.

Volunteering differences by SES: 1994

Some high school volunteering patterns were still evident 2 years later. As in high school, young adults from high SES households were more likely to volunteer than those from middle and low SES households in 1994 (53 percent vs. 35 and 26 percent, respectively) (table 3). This SES pattern also held for specific organizations. Young adults from high SES households were more likely to volunteer for church-

related, youth, and hospital organizations than individuals from both middle and low SES households. Young adults from low and middle SES households preferred to volunteer with church-related organizations compared to other types of participation.

Volunteering differences by high school volunteering: 1994

Many high schools have implemented community service programs seeking immediate benefits to the student and community; another common intention is to spark a lifetime interest in volunteering (Metz and Youniss 2003; Sobus 1995; Stukas, Snyder, and Clary 1999; Youniss, McLellan, and Yates 1997). Examining the relationship between high school volunteering and volunteering later in life, students who volunteered in high school were more likely to volunteer 2 years later (54 percent) than students who did not volunteer in high school (27 percent) (table 3).

Additionally, the relationship between high school volunteering and future volunteering may be related to the motivation behind high school volunteering. Students who volunteered solely because it was required—mandatory volunteers only—were still more likely to volunteer 2 years later than those who did no volunteering in high school (37 percent vs. 27 percent, respectively). However, both mandatory volunteers and students who did not volunteer were less likely to volunteer in 1994 than students who volunteered because they were strongly encouraged or for strictly voluntary reasons (56 percent).

Volunteering Patterns 8 Years After High School

In the year 2000, 8 years after scheduled high school graduation, many students had graduated from a postsecondary institution and started a career in the labor market.⁵ Others had been working since high school. In addition, this period often involves activities related to family formation and child-rearing, among others. Overall, 33 percent of young adults said they performed volunteer work for either a youth or community organization in 2000 (table 4). No difference was detected between the level of volunteering for either youth or community organizations (21 percent and 22 percent, respectively).

Volunteering differences by sex: 2000

In general, females were more likely than males to volunteer in 2000 (37 percent vs. 29 percent, respectively) (table 4).

⁴The classification of volunteer organizations did not remain constant across the multiple waves of the NELS:88 survey. This prevents any detailed examination of how adolescent volunteering changed by organization types.

⁵In 2000, 35 percent of the 1992 senior cohort reported having at least a bachelor's degree and 89 percent were employed for pay. See Ingels et al. (2002) for a detailed look at the NELS:88 cohort in 2000.

Table 3. Percentage of young adults participating in unpaid volunteer or community service activities, by organization type and select student characteristics: 1994

Student characteristic	Youth organizations	Union, farm, trade, or professional association	Political clubs or organizations	Church or church-related activities ¹	Organized volunteer work in hospital	Sports teams or sports clubs	Educational organizations	Other	Any volunteering ²
All students	10.2	1.7	3.4	12.1	11.1	6.9	6.2	7.8	38.7
Sex									
Male	10.7	1.9	3.4	11.5	9.0	9.2	5.3	7.7	38.0
Female	9.7	1.5	3.4	12.6	13.1	4.5	7.2	7.9	39.4
Race/ethnicity									
White, non-Hispanic	10.6	1.9	3.2	11.7	12.3	7.3	5.9	8.3	40.3
Black, non-Hispanic	8.5	1.0	4.4	15.3	6.6	5.2	6.0	7.6	35.5
Hispanic	10.3	0.7	3.2	10.9	7.0	6.7	8.5	5.5	33.3
Asian/Pacific Islander	7.7	1.5	3.2	9.6	14.5	4.8	7.2	7.3	34.9
Native American/Alaska Native	11.2	3.8	3.4	21.2	3.7	8.9	7.4	1.6	39.4
SES									
Low quartile	6.2	0.5	1.1	9.5	4.6	4.4	3.4	5.6	26.1
Middle two quartiles	9.3	1.6	3.2	11.8	9.1	6.6	5.5	6.9	35.4
High quartile	14.8	2.5	5.1	14.4	18.9	9.4	9.4	11.2	53.0
High school volunteering									
Any ²	16.1	2.2	5.1	18.7	17.1	8.5	10.1	10.8	54.0
Mandatory only ³	10.9	1.0	4.8	8.3	11.0	5.4	4.2	6.9	36.8
Strictly voluntary or encouraged ⁴	16.7	2.2	5.2	19.7	17.8	8.8	10.8	11.2	55.9
None	5.3	1.3	1.9	6.6	6.3	5.5	2.8	5.5	26.5

¹Does not include worship.

²"Any volunteering" indicates participation with at least one type of organization.

³This group reported performing volunteer work that was court-ordered, required for class, and/or required for another reason, and did not also indicate any other motivation.

⁴A percentage of this group reported volunteering that was court-ordered, or required for a class or other reason, in addition to strictly voluntary service.

NOTE: SES = socioeconomic status of household in 1988.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), "Fourth Follow-up, Student Survey, 2000."

Females were more likely than males to volunteer for both youth organizations (22 percent vs. 19 percent, respectively) and civic/community organizations (24 percent vs. 20 percent, respectively). Within each sex group, there was no observed preference for either youth or community volunteering.

Volunteering differences by race/ethnicity: 2000

Blacks were more likely than Whites, Hispanics, and Asians to volunteer in 2000 (41 percent vs. 32, 31, and 27 percent, respectively) (table 4). Among all racial/ethnic groups, only Whites had a volunteering preference for one type of organization over the other. Whites were more likely to volunteer for civic/community organizations than youth organizations (22 percent vs. 20 percent, respectively). In 2000, Blacks (29 percent) were more likely to volunteer for youth organizations than Whites (20 percent), Hispanics (20 percent), and Asians (15 percent). Blacks (27 percent) were also more likely to volunteer for civic or community organizations than Hispanics (19 percent), Asians (19 percent), and Native Americans (13 percent).

Volunteering differences by SES: 2000

In the year 2000, as in all time periods, young adults from higher SES households were more likely to volunteer than young adults from lower SES households (table 4). Thirty-nine percent of persons from high SES households volunteered compared to 33 percent from middle SES households and 25 percent from low SES households. Regardless of service type—youth or civic/community—individuals from low SES households volunteered less often than individuals from both middle and high SES households.

Volunteering differences by high school volunteering: 2000

As with the 1994 data in table 3, high school volunteer service was examined in relation to volunteer service in 2000, 8 years after scheduled high school graduation. Once again, young adults who volunteered in high school for any reason were more likely to volunteer in some capacity 8 years later than persons who did not volunteer in high school (42 percent vs. 26 percent) (table 4). However, while the 1994 relationship showed that mandatory volunteers were more likely to volunteer 2 years after high school than

Table 4. Percentage of young adults participating in unpaid volunteer or community service activities, by service type and select student characteristics: 2000

Student characteristic	Youth organizations	Civic/community volunteer	Any volunteering ¹
All students	20.6	22.0	32.8
Sex			
Male	18.9	19.7	29.0
Female	22.3	24.3	36.6
Race/ethnicity			
White, non-Hispanic	19.7	21.9	32.2
Black, non-Hispanic	29.2	26.9	40.9
Hispanic	19.5	19.1	30.7
Asian/Pacific Islander	14.8	19.2	26.7
Native American/Alaska Native	18.5	13.4	26.6
SES			
Low quartile	16.0	15.5	25.0
Middle two quartiles	20.8	22.5	32.9
High quartile	23.4	26.4	38.7
High school volunteering			
Any ¹	26.0	28.2	41.5
Mandatory only ²	15.4	19.5	28.2
Strictly voluntary or encouraged ³	27.2	29.2	43.0
None	16.5	17.0	25.9

¹"Any volunteering" indicates participation with at least one type of organization.

²This group reported performing volunteer work that was court-ordered, required for class, and/or required for another reason, and did not also indicate any other motivation.

³A percentage of this group reported volunteering that was court-ordered, or required for a class or other reason, in addition to strictly voluntary service.

NOTE: SES = socioeconomic status of household in 1988.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), "Fourth Follow-up, Student Survey, 2000."

nonvolunteers, no difference was detected between these groups in 2000. When comparing the 2000 volunteering of persons whose only reported motivation for high school service was that it had been required—by court order, for school, or for another reason—to that of those who did not volunteer in high school between 1990 and 1992, no difference could be detected (28 percent vs. 26 percent, respectively). Any positive impact that mandatory high school service had on facilitating future volunteer service as demonstrated in 1994 was not detected in 2000. Further, compared to those whose high school service was either strictly voluntary or strongly encouraged, both mandatory volunteers and non-high school volunteers were less likely to volunteer in 2000 regardless of organization type (youth or civic/community).

Discussion

The findings presented here extend previous research on the volunteering behaviors of young adults by following their activities over a 10-year period. While these findings are not exhaustive or definitive, they point to several trends of interest.

One trend is the general decrease in unpaid community service in the years after high school. As young adults moved on from high school into the worlds of post-secondary education and/or employment, fewer chose to take part in volunteering activities. While about 68 percent volunteered at least once, 12 percent volunteered consistently across the three survey periods. Individual patterns of volunteering revealed a range of onset and differing degrees of persistence among young adults in their volunteering activities. The general decrease in volunteering may result from any number of factors; possible causes include the weakening of incentives for service—such as school credit or approval from prospective postsecondary schools—after high school, a reduced number of visible and easily accessible volunteering opportunities in the lives of college students and young working adults, or a simple change in priorities or reduction in free time after leaving high school. A more detailed examination of this phenomenon would be of interest to those who would promote lifelong volunteering in general, or who belong to groups (e.g., religious organizations) seeking to retain young volunteers as they move into adulthood.

Another notable trend is that overall volunteering decreased after high school for most groups. Specifically, volunteering decreased for Whites, Asians, males, females, and persons from middle and high SES households. The decrease in volunteering followed different patterns over time for these groups; however, examining the social, religious, economic, and/or cultural factors that may play a role in shaping these patterns might contribute to a better understanding of what influences young adults to stop volunteering, or to volunteer persistently.

A final trend of interest concerns the motivation to volunteer. Compulsory unpaid service has long been a subject of debate. Many have raised criticisms; Sobus (1995), for example, questioned the psychological wisdom of schools formally requiring prosocial behaviors. Others charge that such requirements cheapen true voluntarism, can act as a guise for school-sponsored political activism, and may in fact reduce future volunteering (Stukas, Snyder, and Clary 1999). On the other hand, the advent of community service requirements in schools is testament to some school officials' belief that requiring community service is a sound educational practice (Eyler 2002; Metz and Youniss 2003). This movement is supported by research that reports many individual and community benefits associated with volunteering (Metz and Youniss 2003). This debate clearly involves considerations beyond the empirical trends discussed here. Still, those trends are worth noting: there is a positive relationship between high school volunteering that was not motivated solely by a requirement, and later service; and no relationship between high school volunteering motivated by a requirement, and later service.

Data from NELS:88 provide a valuable look at volunteering by young people, an activity that is widely heralded but not fully measured or understood. These empirical findings demonstrate that community service is a common part of the American young adult experience—at some point during the decade following their entry into high school, two-thirds of young people volunteered with churches, youth groups, hospitals, schools, sports teams, or some other organizations. Beyond this basic finding, however, is evidence of great variety in who volunteers, when, and for what. As schools and communities continue to promote unpaid service as a means to individual character and societal improvement, the relevance of empirical data about volunteering among young people will only increase.

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Data source: The NCES National Education Longitudinal Study of 1988 (NELS:88/2000), Base Year Through Fourth Follow-up.

For technical information, see the complete report:

Planty, M., and Regnier, M., (2003). *Volunteer Service by Young People From High School Through Early Adulthood* (NCES 2004–365).

Author affiliations: M. Planty and M. Regnier, Education Statistics Services Institute.

For questions about content, contact Jeffrey Owings (jeffrey.owings@ed.gov).

To obtain the complete report (NCES 2004–365), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Status and Trends

Status and Trends in the Education of Blacks

Kathryn Hoffman and Charmaine Llagas

This article was originally published as the Highlights of the Statistical Analysis Report of the same name. The sample survey and universe data are from many sources, both government and private, which are listed at the end of this article.

Introduction

Status and Trends in the Education of Blacks examines the mix of progress on key education indicators of Black children and adults in the United States. The report released by the National Center for Education Statistics shows that more Black students have completed high school and gone on to college, levels of parental education of Black children have increased, and the number of Black individuals and families below the poverty level has decreased. Despite these gains, progress has been uneven over time and across various measures, and differences persist between Blacks and Whites on key indicators of education performance. The following are highlights from the report.

Preprimary Education and Parental Education

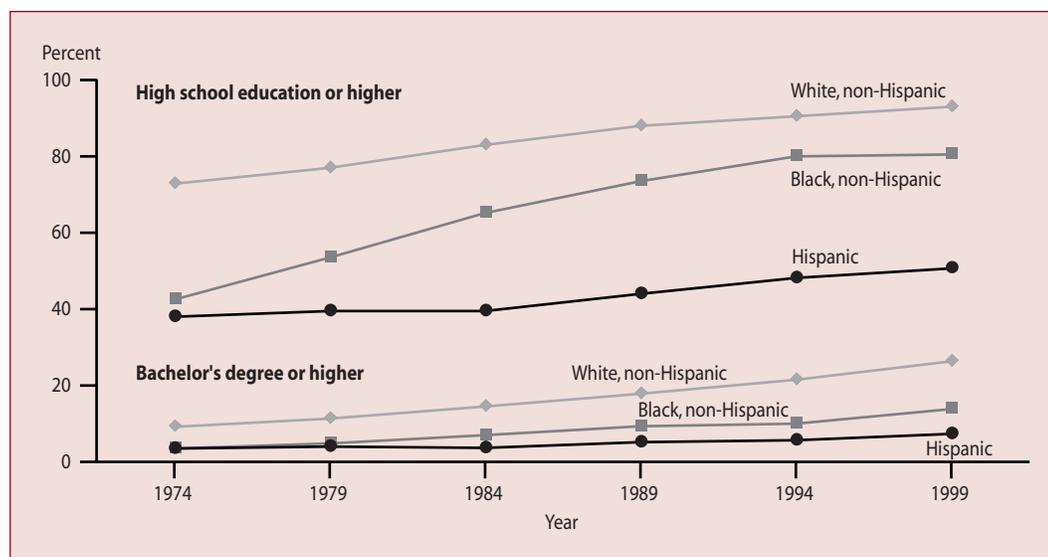
- Black children are more likely than White or Hispanic children to be enrolled in center-based preprimary education at the ages of 3, 4, and 5.

- The gap between the percentages of White and Black children whose mothers attained at least a high school education declined between 1974 and 1999, but some difference remained in 1999. The gap between the percentages of White and Black children whose mothers attained a bachelor's degree has been increasing since 1974 (figure A).

Elementary/Secondary Education

- Most Black students attend public schools where minorities represent the majority of the student body. Seventy-three percent of Black 4th-grade students were enrolled in schools with more than one-half of the students eligible to receive a free or reduced-price lunch.
- No differences were detected in the percent of Black and White 8th-graders or Black and White 12th-graders absent 3 or more days in the preceding month.

Figure A. Percent of 6- to 18-year-olds, by mothers' highest education level and race/ethnicity: Selected years, 1974 to 1999



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument design for the CPS was changed and weights were adjusted. Information on mothers' educational attainment is available only for those mothers who lived in the same household as their child.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years. (Originally published on p. 71 of the complete report from which this article is excerpted.)

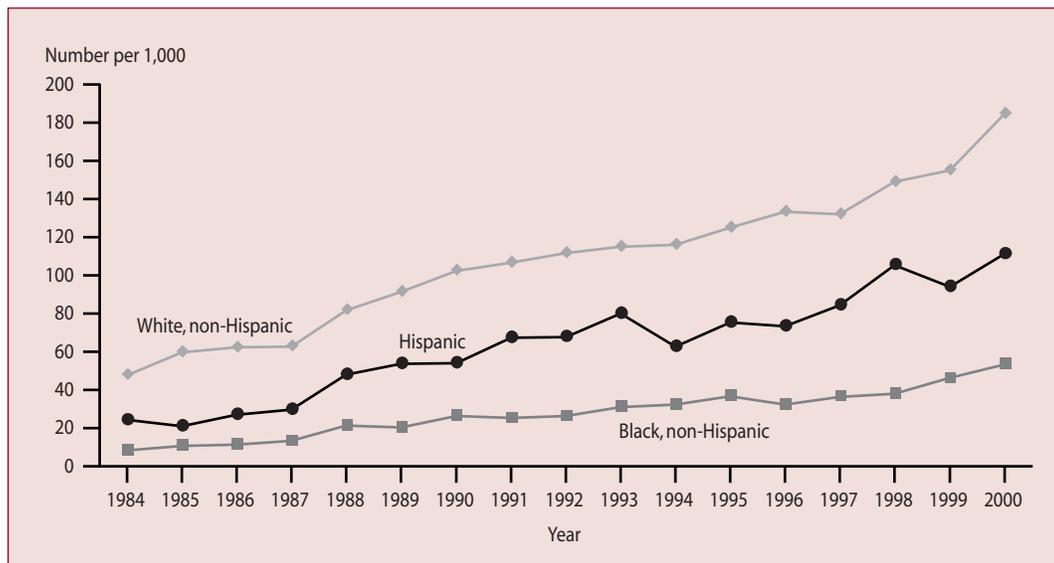
- Blacks have higher dropout rates than Whites but lower dropout rates than Hispanics.
- Long-term trends in National Assessment of Educational Progress (NAEP) scores show increased performance in reading for Black students between 1971 and 1999. Trends in Black performance in NAEP mathematics and sciences also show improvements over the long term.
- In 1998, Black students were less likely than White students to take advanced mathematics courses and some advanced science courses and less likely than Hispanic students to take advanced foreign language classes. Between 1984 and 2000, the number of Black students per 1,000 12th-graders taking Advanced Placement (AP) examinations increased (figure B). However, fewer Black students per 1,000 12th-graders than White or Hispanic students took AP exams in 2000.
- In 1999, a higher percentage of Black and Hispanic children than White children attended public schools chosen by their parents; however, a lower percentage

- of Black and Hispanic children than White children were in private schools.
- In 1999, Black students were more likely than White students to report discussing the national news and watching or listening to the national news with others.
- Blacks ages 12 to 17 were less likely than Whites and Hispanics of the same ages to have used alcohol or tobacco.

Postsecondary Education

- In 1999–2000, the proportion of associate’s degrees earned by Blacks was greater than the proportion of bachelor’s degrees earned by Blacks.
- Nearly one-quarter of all bachelor’s degrees earned by Blacks in 1999 were earned at historically Black colleges and universities.
- The proportion of Blacks completing college increased between 1975 and 2000; however, Blacks still remained less likely than Whites to earn degrees (table A).

Figure B. Number of students who took Advanced Placement (AP) examinations (per 1,000 12th-graders), by race/ethnicity: 1984–2000



NOTE: The number of 11th- and 12th-grade AP test-takers is used as the numerator and the number of students enrolled in the 12th grade are used as the denominator to calculate the ratios presented here. The number of 12th-graders is used as the denominator because this indicator approximates the proportion of each cohort of students for 1984 through 2000. A true measure would use the sum of 12th-grade AP test-takers for a given year and the 11th-grade AP test-takers for the preceding year as the numerator. However, breakdowns of the data by test-takers’ grade are not available for all these years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicator of the Month (October 1999): Students Who Took Advanced Placement (AP) Examinations* and unpublished data, based on College Entrance Examination Board, *Advanced Placement Program, National Summary Reports, 1984–2000*, and U.S. Department of Commerce, Bureau of the Census, *October Current Population Surveys, 1984–2000*. (Originally published on p. 61 of the complete report from which this article is excerpted.)

Table A. Percent of 25- to 29-year-olds who have completed college (bachelor's degree or higher), by race/ethnicity and sex: Selected years 1965 to 2000

Year	Total			White, non-Hispanic			Black, non-Hispanic			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1965 ¹	12	16	10	13	16	10	7	7	7	—	—	—
1970 ¹	16	20	13	17	21	13	7	7	8	—	—	—
1975	22	25	19	24	27	20	11	11	10	9	10	7
1980	23	24	21	25	27	23	12	11	12	8	8	7
1985	22	23	21	24	26	23	12	10	13	11	11	11
1990	23	24	23	26	27	26	13	15	12	8	7	9
1995	25	25	25	29	28	29	15	17	14	9	8	10
1996	27	26	28	32	31	32	15	12	17	10	10	10
1997	28	26	29	33	31	34	14	12	16	11	10	13
1998	27	26	29	32	31	34	16	14	17	10	10	11
1999	28	27	30	34	32	35	15	13	17	9	8	10
2000	29	28	30	34	32	36	18	18	17	10	8	11

—Data not available.

¹Data for White and Black include those of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years. (Originally published on p. 107 of the complete report from which this article is excerpted.)

- In 1999, Black instructional faculty in colleges and universities were more likely to be assistant professors and instructors than professors or associate professors.

In the Labor Force

- Blacks in 2000 had higher unemployment rates than both Whites and Hispanics at every level of education.
- Fewer Black and Hispanic men and women than White men and women held managerial or professional positions in 2000.

Data sources: The data are from numerous sources, including the following:

NCES: Data from several reports, including *The Condition of Education*, *Digest of Education Statistics*, and *Dropout Rates in the United States: 2000*. Data from several surveys, including the Integrated Postsecondary Education Data System (IPEDS), National Household Education Surveys Program (NHES), Common Core of Data (CCD), and National Assessment of Educational Progress (NAEP).

Other: Data from agencies and organizations such as the U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health and Human Services (HHS), Centers for Disease Control and Prevention (CDC) and Substance Abuse and Mental Health Services Administration; U.S. Department of Labor, Bureau of Labor Statistics; U.S. Department of Education, Office of Special Education Programs (OSEP); U.S. Department of Justice, Bureau of Justice Statistics; College Entrance Examination Board; and American College Testing Program (ACT). Data from the report *America's Children: Key National Indicators of Well-Being*.

For technical information, see the complete report:

Hoffman, K., and Llagas, C. (2003). *Status and Trends in the Education of Blacks* (NCES 2003-034).

Author affiliations: K. Hoffman, Education Statistics Services Institute/American Institutes for Research; C. Llagas, American Institutes for Research.

For questions about content, contact Tom Snyder (tom.snyder@ed.gov).

To obtain the complete report (NCES 2003-034), call the toll-free ED Pubs number (877-433-7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Projections to 2013

Projections of Education Statistics to 2013

Debra E. Gerald and William J. Hussar

This article was excerpted from the Foreword and Summary of Projections of the Compendium report of the same name. The universe and sample survey data are from many sources, both government and private, which are listed at the end of this article.

Introduction

Projections of Education Statistics to 2013 is the 32nd report in a series begun in 1964. This report provides revisions of projections shown in *Projections of Education Statistics to 2012* and *Projections of Education Statistics to 2011* (Gerald and Hussar 2001, 2002). It includes statistics on elementary and secondary schools and degree-granting institutions. Included are projections of enrollment, graduates, teachers, and expenditures to the year 2013.

In addition to projections at the national level, the report includes projections of public elementary and secondary school enrollment and public high school graduates to the year 2013 at the state level. These projections were produced by the National Center for Education Statistics (NCES) to provide researchers, policy analysts, and others with state-level projections developed using a consistent methodology. They are not intended to supplant detailed projections prepared in individual states.

Methodology

Assumptions regarding the population and the economy are the key factors underlying the projections of education statistics. The projections do not reflect changes in national, state, or local education policies that may affect enrollment levels.

Appendix A in the full report outlines the projection methodology, describing the models and assumptions used to develop the national and state projections. The enrollment models use enrollment data and population estimates and projections from NCES and the U.S. Census Bureau. The models are based on the mathematical projection of past data patterns into the future. The models also use projections of economic variables from the company Global Insight, Inc., an economic forecasting service.

The projections presented in this report are based on the 2000 census and assumptions for the fertility rate, internal migration, net immigration, and mortality rate.

Most of the projections of education statistics include three alternatives, based on different assumptions about demographic and economic growth paths. Although the

first alternative set of projections (middle alternative) in each table is deemed to represent the most likely projections, the low and high alternatives provide a reasonable range of outcomes.

Summary information

The key education statistics presented below are taken from the full report's Summary of Projections. In addition, a brief overview of the projections in the report is available in a pocket-sized booklet, *Pocket Projections: Projections of Education Statistics to 2013* (Hussar and Gerald 2003).

Elementary and Secondary Enrollment

Total public and private elementary and secondary school enrollment reached a record 54 million in fall 2001, representing a 19 percent increase since fall 1988. Between 2001 and 2013, a further increase of 5 percent is expected, with increases projected in both public and private schools. In the regions, increases are expected in the West, South, and Midwest, and a decrease is expected in the Northeast.

National data on elementary and secondary enrollment

After increasing by about one-fifth between 1988 and 2001, enrollments in both public and private schools are expected to increase at slower rates between 2001 and 2013. Small enrollment increases are expected at both the K–8 and 9–12 grade spans (figure A).

Total enrollment. Total elementary and secondary enrollment

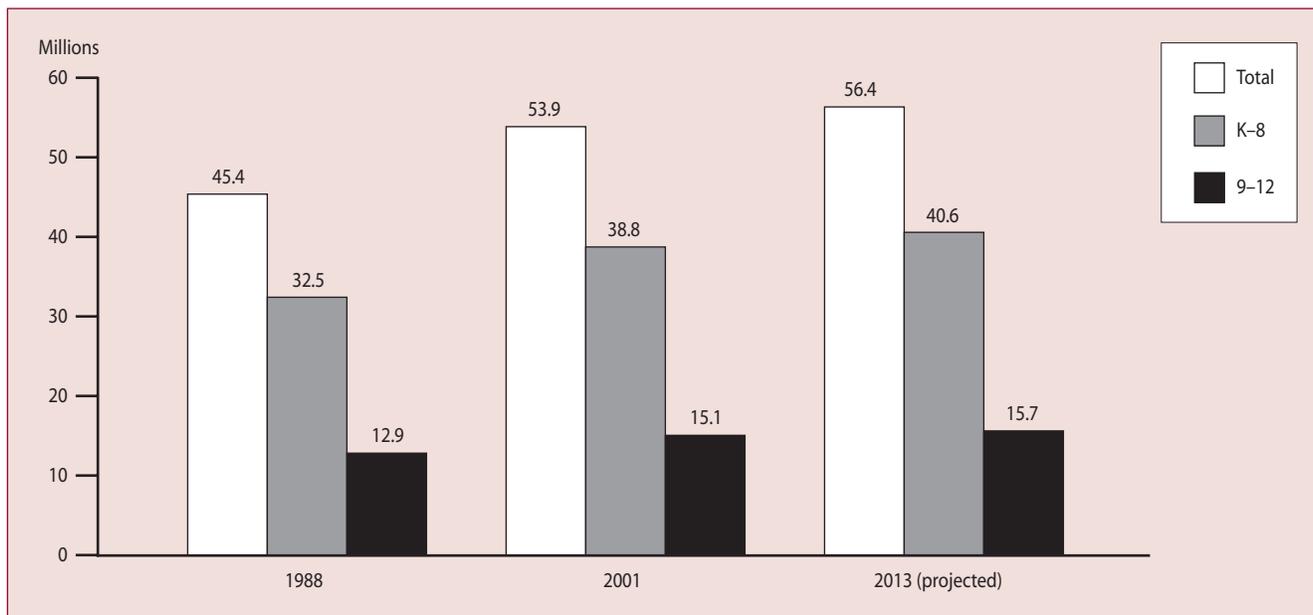
- increased 19 percent between 1988 and 2001; and
- is projected to increase 5 percent between 2001 and 2013.

Grades K–8. Enrollment in kindergarten through grade 8

- increased 19 percent between 1988 and 2001; and
- is projected to increase 5 percent between 2001 and 2013.

Grades 9–12. Enrollment in grades 9–12

- increased 17 percent between 1988 and 2001; and
- is projected to increase 4 percent between 2001 and 2013.

Figure A. Elementary and secondary enrollment, total and by grade group: Selected years

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics: Common Core of Data (CCD) surveys, various years; Private School Universe Survey, various years; and National Elementary and Secondary School Enrollment Model. (Originally published as figure A on p. 5 of the complete report from which this article is excerpted.)

Public schools. Enrollment in public elementary and secondary schools

- increased 19 percent between 1988 and 2001; and
- is projected to increase 4 percent between 2001 and 2013.

Private schools. Enrollment in private elementary and secondary schools

- increased 18 percent between 1988 and 2001; and
- is projected to increase 7 percent between 2001 and 2013.

State and regional data on elementary and secondary enrollment (public schools only)

Between 2001 and 2013, enrollment in public elementary and secondary schools is expected to increase in 30 states and decrease in 20 states, including the District of Columbia. In the regions, public school enrollment during the same period is expected to increase in the South, West, and Midwest and to decrease in the Northeast.

States. The expected 4 percent national increase in public school enrollment between 2001 and 2013 plays out differently for most states.

- Increases are projected for 30 states, with
 - the largest increases projected for Alaska (17 percent), Hawaii (16 percent), and California (16 percent);
 - increases between 10 and 15 percent projected for 7 states; and
 - increases between 0.4 and 9 percent projected for 20 states.
- No change is projected for Louisiana.
- Decreases are projected for 20 states, with
 - the largest decreases projected for West Virginia (6 percent) and Kentucky (6 percent);
 - decreases between 2.4 and 5 percent projected for 10 states;
 - decreases between 0.9 and 2 percent projected for 7 states; and
 - the smallest decrease projected for New Hampshire (0.2 percent).

Regions. Between 2001 and 2013, public elementary and secondary enrollment is projected to

- increase 13 percent in the West;

- increase 4 percent in the South;
- decrease 2 percent in the Northeast; and
- increase slightly in the Midwest.

Enrollment in Degree-Granting Institutions

Total enrollment in degree-granting institutions is expected to increase between 2000 and 2013. Degree-granting institutions provide study beyond secondary school and offer programs terminating in an associate's, baccalaureate, or higher degree. Differential growth is expected by student characteristics such as age, sex, and attendance status (part time or full time). Enrollment is expected to increase in both public and private degree-granting institutions.

Total enrollment

Total enrollment in degree-granting institutions increased 17 percent from 1988 to 2000 (figure B). Between 2000 and 2013, total enrollment is projected to increase

- 19 percent, to 18.2 million, in the middle alternative projections;
- 15 percent, to 17.7 million, in the low alternative projections; and
- 23 percent, to 18.8 million, in the high alternative projections.

Enrollment by selected characteristics and control of institution

Enrollment by age of student. Between 2000 and 2013, in the middle alternative projections, enrollment is projected to increase

- 22 percent for students who are 18 to 24 years old; and
- 2 percent for students who are 35 years old and over.

Enrollment by sex of student. Between 2000 and 2013, in the middle alternative projections, enrollment is projected to increase

- 15 percent for men; and
- 21 percent for women.

Enrollment by attendance status. Between 2000 and 2013, in the middle alternative projections, enrollment is projected to increase

- 22 percent for full-time students; and
- 13 percent for part-time students.

Enrollment by level. Between 2000 and 2013, in the middle alternative projections, enrollment is projected to increase

- 18 percent for undergraduate students;
- 19 percent for graduate students; and
- 27 percent for first-professional students.

Enrollment in public and private institutions. Between 2000 and 2013, in the middle alternative projections, enrollment is projected to increase

- 18 percent in public institutions; and
- 20 percent in private institutions.

High School Graduates

Between 2000–01 and 2012–13, the number of high school graduates is projected to increase nationally by 11 percent. Increases are expected in each region of the country, especially the West. Both public and private schools are expected to have increases in high school graduates.

National data on high school graduates

Total graduates. The total number of high school graduates (figure C)

- increased 3 percent between 1987–88 and 2000–01; and
- is projected to increase 11 percent between 2000–01 and 2012–13.

Public schools. The number of public high school graduates

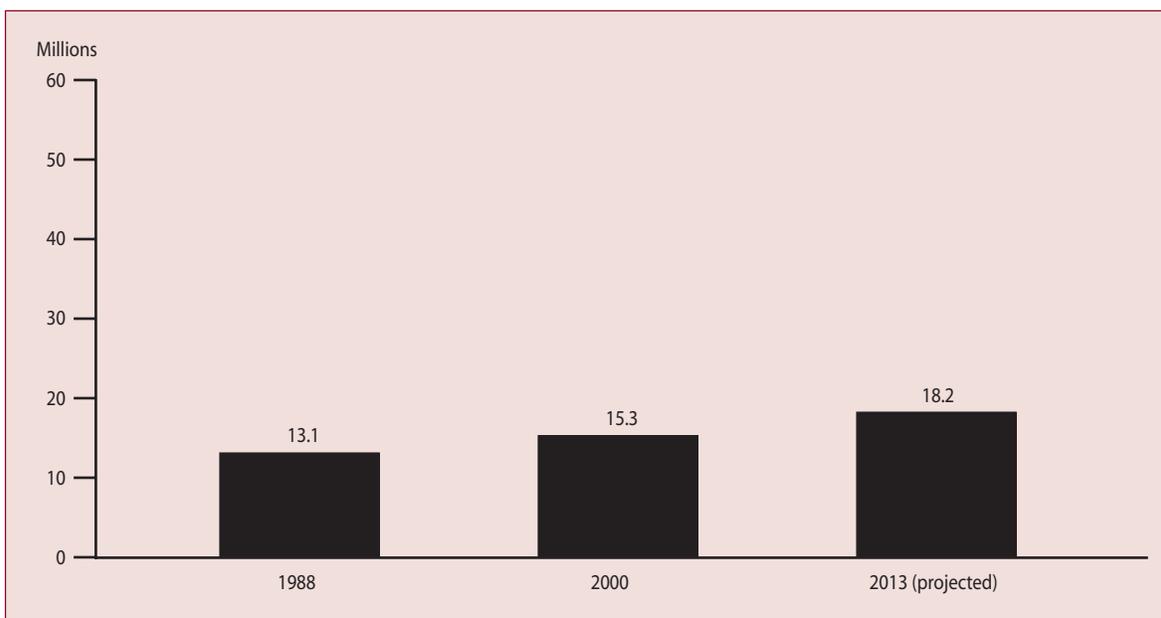
- increased 3 percent between 1987–88 and 2000–01; and
- is projected to increase 11 percent between 2000–01 and 2012–13.

Private schools. The number of private high school graduates

- increased 4 percent between 1987–88 and 2000–01; and
- is projected to increase 18 percent between 2000–01 and 2012–13.

State and regional data on high school graduates (public schools only)

Between 2000–01 and 2012–13, the number of public high school graduates is expected to increase in nearly half the states and in all four regions.

Figure B. Total enrollment in degree-granting institutions, with middle alternative projections: Selected years

SOURCE: U.S. Department of Education, National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," various years; and Enrollment in Degree-Granting Institutions Model. (Originally published as figure C on p. 8 of the complete report from which this article is excerpted.)

States. The expected 11 percent national increase in public high school graduates between 2000–01 and 2012–13 plays out differently in each state.

- Increases are projected for 25 states, with
 - the largest increases projected for Nevada (72 percent), Florida (30 percent), and Arizona (30 percent);
 - increases between 20 and 27 percent projected for 6 states;
 - increases between 4 and 19 percent projected for 14 states; and
 - the smallest increases projected for Utah (3 percent) and New York (2 percent).
- Decreases are projected for 26 states, with
 - the largest decreases projected for North Dakota (32 percent) and the District of Columbia (31 percent);
 - decreases between 11 and 26 percent projected for 8 states;
 - decreases between 2 and 11 percent projected for 14 states; and
 - the smallest decreases projected for Alaska (0.8 percent) and Idaho (0.2 percent).

Regions. Between 2000–01 and 2012–13, the number of public high school graduates is projected to

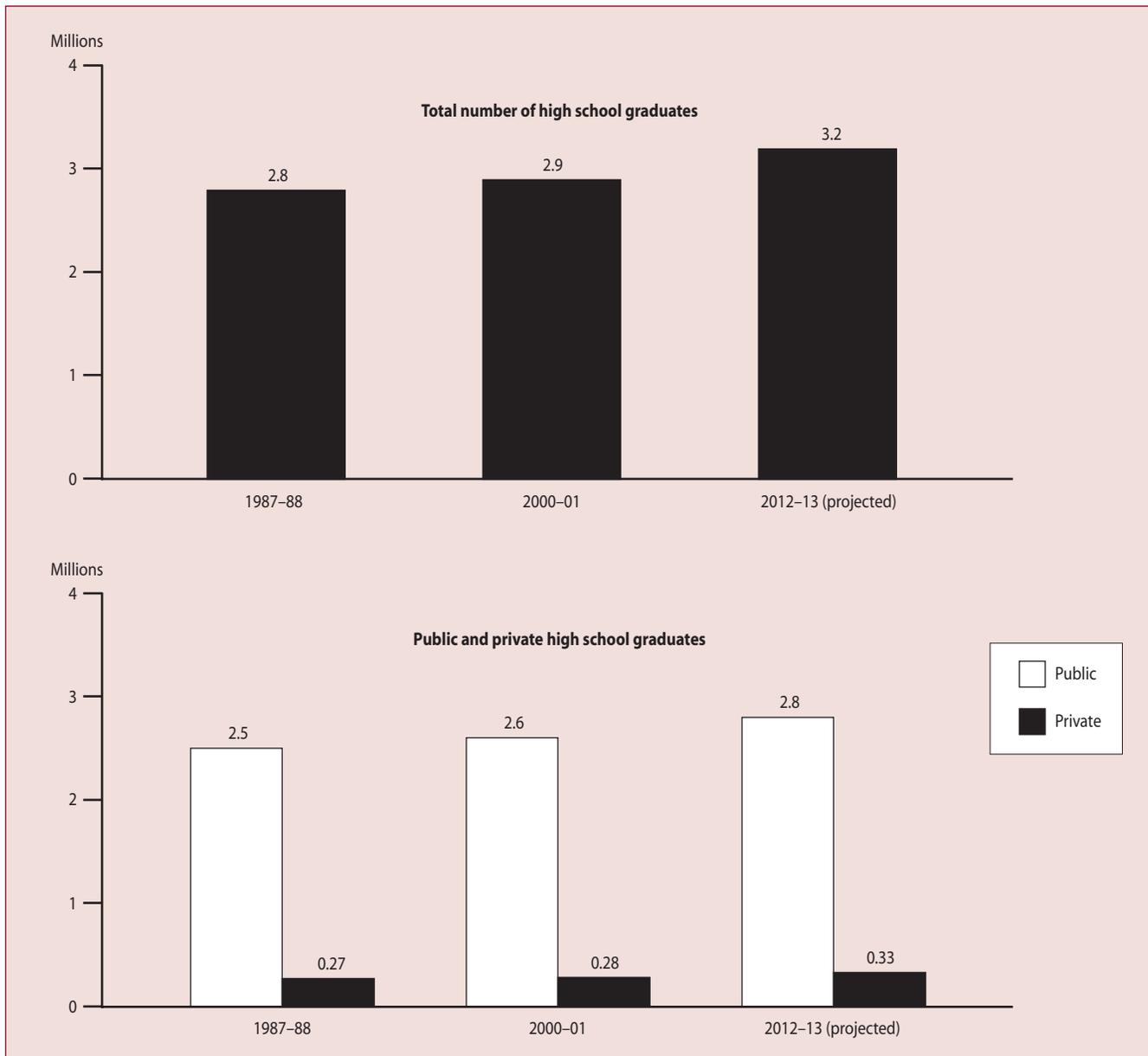
- increase 18 percent in the West;
- increase 12 percent in the South;
- increase 8 percent in the Northeast; and
- increase 4 percent in the Midwest.

Earned Degrees Conferred

Historical growth in enrollment in degree-granting institutions, with particularly large increases among women, has led to a substantial increase in the number of earned degrees conferred. With the exception of doctor's degrees awarded to men, increases in the number of degrees conferred are expected to continue between 2000–01 and 2012–13.

Earned degrees by level of degree and sex of recipient

Between 1987–88 and 2000–01, the number and proportion of degrees awarded to women rose at all levels. In 2000–01, women earned the majority of associate's, bachelor's, and master's degrees, 45 percent of doctor's degrees, and 46 percent of first-professional degrees. Between 2000–01 and 2012–13, continued increases are expected in the number of degrees awarded to women at all levels.

Figure C. Number of high school graduates, total and by control of school: Selected years

SOURCE: U.S. Department of Education, National Center for Education Statistics: Common Core of Data (CCD) surveys, various years; Private School Universe Survey, various years; and National High School Graduates Model. (Originally published as figure F on p. 11 of the complete report from which this article is excerpted.)

Associate's degrees. Between 2000–01 and 2012–13, in the middle alternative projections, the number of associate's degrees is projected to

- increase 21 percent overall;
- increase 7 percent for men; and
- increase 30 percent for women.

Bachelor's degrees. Between 2000–01 and 2012–13, in the middle alternative projections, the number of bachelor's degrees is projected to

- increase 21 percent overall;
- increase 16 percent for men; and
- increase 25 percent for women.

Master's degrees. Between 2000–01 and 2012–13, in the middle alternative projections, the number of master's degrees is projected to

- increase 19 percent overall;
- increase 17 percent for men; and
- increase 20 percent for women.

Doctor's degrees. Between 2000–01 and 2012–13, in the middle alternative projections, the number of doctor's degrees is projected to

- increase 5 percent overall;
- decrease 0.1 percent for men; and
- increase 12 percent for women.

First-professional degrees. Between 2000–01 and 2012–13, in the middle alternative projections, the number of first-professional degrees is projected to

- increase 20 percent overall;
- increase 16 percent for men; and
- increase 26 percent for women.

Elementary and Secondary Teachers

Between 2001 and 2013, the number of teachers in elementary and secondary schools is projected to rise. The numbers of both public and private school teachers are projected to grow.

Teachers in elementary and secondary schools

Total teachers. The total number of elementary and secondary teachers (figure D)

- increased 27 percent between 1988 and 2001; and

- is projected to increase 5 percent between 2001 and 2013 in the middle alternative projections.

Public schools. The number of teachers in public elementary and secondary schools

- increased 29 percent between 1988 and 2001; and
- is projected to increase 5 percent between 2001 and 2013 in the middle alternative projections.

Private schools. The number of teachers in private elementary and secondary schools

- increased 13 percent between 1988 and 2001; and
- is projected to increase 5 percent between 2001 and 2013 in the middle alternative projections.

Pupil/teacher ratios

The pupil/teacher ratio in elementary and secondary schools

- decreased from 17.0 to 15.9 between 1988 and 2001; and
- is projected to be 15.8 in 2013 in the middle alternative projections.

Expenditures of Public Elementary and Secondary Schools

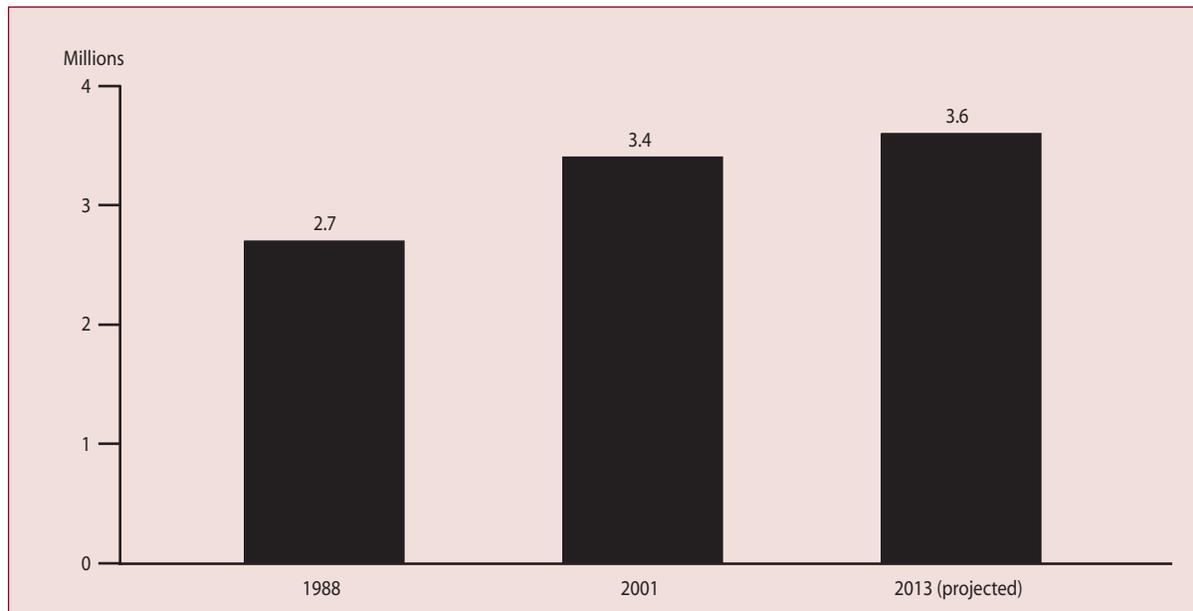
Current expenditures and average annual teacher salaries in public elementary and secondary schools are both projected to increase in constant dollars between school years 2000–01 and 2012–13, with current expenditures projected to increase more rapidly.

Current expenditures and current expenditures per pupil

Between 2000–01 and 2012–13, increases are expected in the current expenditures and current expenditures per pupil of public elementary and secondary schools (figure E).

Current expenditures. Current expenditures in constant 2001–02 dollars increased 47 percent from 1987–88 to 2000–01. From 2000–01 to 2012–13, current expenditures in constant 2001–02 dollars are projected to increase

- 31 percent, to \$465 billion, in the middle alternative projections;
- 19 percent, to \$420 billion, in the low alternative projections; and
- 43 percent, to \$507 billion, in the high alternative projections.

Figure D. Total number of elementary and secondary teachers, with middle alternative projections: Selected years

SOURCE: U.S. Department of Education, National Center for Education Statistics: Common Core of Data (CCD) surveys, various years; and Elementary and Secondary Teacher Model. (Originally published as figure H on p. 16 of the complete report from which this article is excerpted.)

Current expenditures per pupil. Current expenditures per pupil in constant 2001–02 dollars increased 24 percent from 1987–88 to 2000–01. From 2000–01 to 2012–13, current expenditures in constant 2001–02 dollars per pupil in fall enrollment are projected to increase

- 26 percent, to \$9,400, in the middle alternative projections;
- 14 percent, to \$8,500, in the low alternative projections; and
- 37 percent, to \$10,300, in the high alternative projections.

Teacher salaries

Teacher salaries are projected to increase between 2002–03 and 2012–13. In the middle alternative projections, teacher salaries in constant 2001–02 dollars are projected to

- increase to \$47,400 in 2012–13; and
- increase 6 percent between 2002–03 and 2012–13.

Teacher salaries increased from \$43,100 in 1987–88 to \$44,900 in 2002–03, an increase of 4 percent.

Expenditures of Public Degree-Granting Postsecondary Institutions

Current-fund expenditures in both public 4-year degree-granting institutions and public 2-year degree-granting

institutions are projected to increase in constant dollars between school years 1999–2000 and 2012–13.

Public institutions

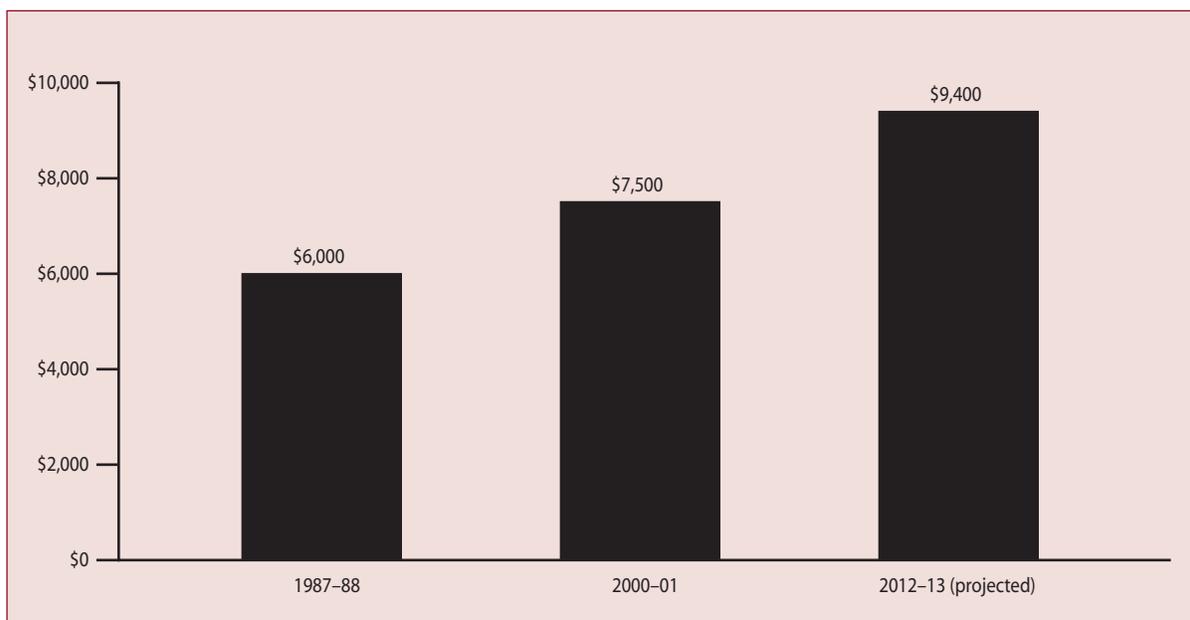
Between 1999–2000 and 2012–13, increases are expected in the current-fund expenditures of public degree-granting institutions (figure F).

Current-fund expenditures. Current-fund expenditures in constant 2001–02 dollars of 4-year and 2-year degree-granting institutions combined increased 43 percent from 1987–88 to 1999–2000. From 1999–2000 to 2012–13, current-fund expenditures in constant 2001–02 dollars are projected to increase

- 43 percent, to \$229 billion, in the middle alternative projections;
- 32 percent, to \$212 billion, in the low alternative projections; and
- 51 percent, to \$241 billion, in the high alternative projections.

Public 4-year institutions

Between 1999–2000 and 2012–13, increases are expected in the current-fund expenditures and the educational and general expenditures of public 4-year degree-granting institutions. Both overall increases and increases per

Figure E. Current expenditures per pupil in 2001–02 dollars, with middle alternative projections: Selected years

NOTE: Data were placed in constant 2001–02 dollars using the Consumer Price Index for all urban consumers (Bureau of Labor Statistics, U.S. Department of Labor).

SOURCE: U.S. Department of Education, National Center for Education Statistics: Common Core of Data (CCD), "National Public Education Finance Survey," various years; National Elementary and Secondary Enrollment Model; and Elementary and Secondary School Current Expenditures Model. (Originally published as figure K on p. 19 of the complete report from which this article is excerpted.)

student in full-time-equivalent (FTE) enrollment are expected.

Current-fund expenditures. Current-fund expenditures in constant 2001–02 dollars increased 42 percent from 1987–88 to 1999–2000. From 1999–2000 to 2012–13, public 4-year institutions' current-fund expenditures in constant 2001–02 dollars are projected to increase

- 43 percent, to \$188 billion, in the middle alternative projections;
- 35 percent, to \$178 billion, in the low alternative projections; and
- 49 percent, to \$196 billion, in the high alternative projections.

Current-fund expenditures per student. For public 4-year institutions, current-fund expenditures in constant 2001–02 dollars per student in FTE enrollment increased 26 percent from 1987–88 to 1999–2000. From 1999–2000 to 2012–13, current-fund expenditures in constant 2001–02 dollars per student in FTE enrollment are projected to increase

- 16 percent, to \$30,800, in the middle alternative projections;

- 12 percent, to \$29,900, in the low alternative projections; and
- 16 percent, to \$31,000, in the high alternative projections.

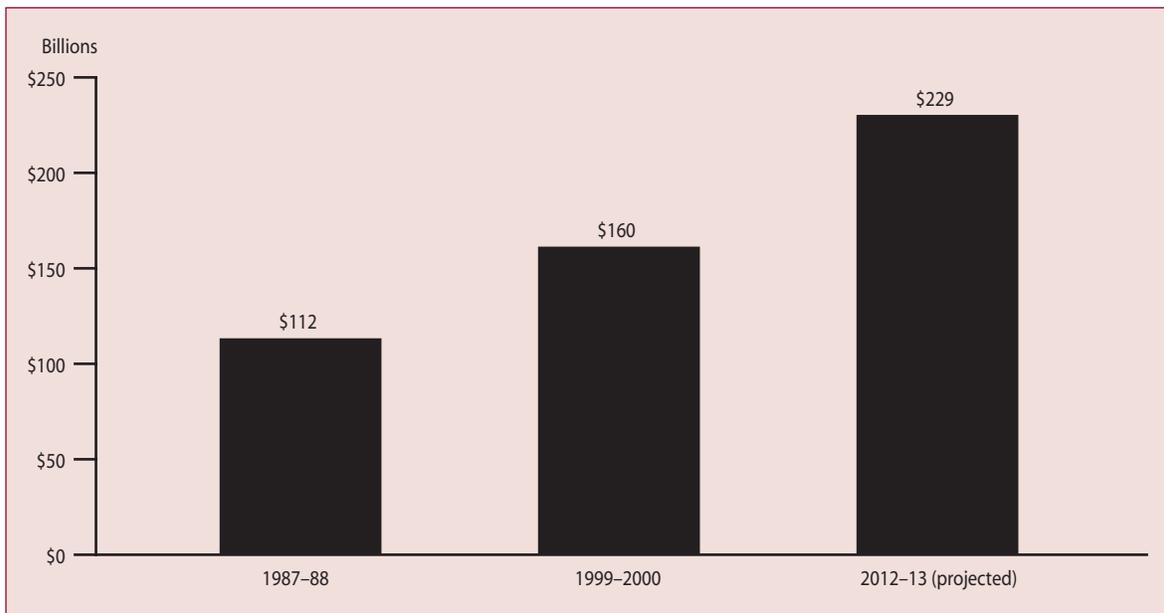
Educational and general expenditures. In the middle alternative projections, from 1999–2000 to 2012–13, public 4-year institutions' educational and general expenditures in constant 2001–02 dollars are projected to increase

- 38 percent overall, from \$99 billion to \$136 billion; and
- 12 percent per student in FTE enrollment, from \$20,000 to \$22,300.

Public 2-year institutions

Between 1999–2000 and 2012–13, increases are expected in the current-fund expenditures and the educational and general expenditures of public 2-year degree-granting institutions. Both overall increases and increases per student in FTE enrollment are expected.

Current-fund expenditures. Current-fund expenditures in constant 2001–02 dollars increased 50 percent from 1987–88 to 1999–2000. From 1999–2000 to 2012–13, public

Figure F. Current-fund expenditures of public degree-granting institutions, with middle alternative projections: Selected years

NOTE: Data were placed in constant 2001–02 dollars using the Consumer Price Index for all urban consumers (Bureau of Labor Statistics, U.S. Department of Labor).

SOURCE: U.S. Department of Education, National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS), “Finance Survey,” various years; and Expenditures in Degree-Granting Institutions Model. (Originally published as figure L on p. 21 of the complete report from which this article is excerpted.)

2-year institutions’ current-fund expenditures in constant 2001–02 dollars are projected to increase

- 40 percent, to \$41 billion, in the middle alternative projections;
- 18 percent, to \$34 billion, in the low alternative projections; and
- 56 percent, to \$45 billion, in the high alternative projections.

Current-fund expenditures per student. For public 2-year institutions, current-fund expenditures in constant 2001–02 dollars per student in FTE enrollment increased 24 percent from 1987–88 to 1999–2000. From 1999–2000 to 2012–13, current-fund expenditures in constant 2001–02 dollars per student in FTE enrollment are projected to

- increase 16 percent, to \$10,800, in the middle alternative projections;
- decrease less than 1 percent, to \$9,300, in the low alternative projections; and
- increase 24 percent, to \$11,600, in the high alternative projections.

Educational and general expenditures. In the middle alternative projections, from 1999–2000 to 2012–13, public 2-year institutions’ educational and general expenditures in constant 2001–02 dollars are projected to increase

- 42 percent overall, from \$27 billion to \$38 billion; and
- 16 percent per student in FTE enrollment, from \$8,800 to \$10,300.

References

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- Gerald, D.E., and Hussar, W.J. (2002). *Projections of Education Statistics to 2012* (NCES 2002–030). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Hussar, W.J., and Gerald, D.E. (2003). *Pocket Projections: Projections of Education Statistics to 2013* (NCES 2004–019). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Data sources:

NCES: Common Core of Data (CCD): "State Nonfiscal Survey of Public Elementary/Secondary Education" (various years), "Early Estimates of Public Elementary/Secondary Education Survey" (various years), and "National Public Education Financial Survey" (various years); Private School Universe Survey (PSS), various years; Private School Survey Early Estimates, various years; 1985 Private School Survey; National Elementary and Secondary Enrollment Model; State Public Elementary and Secondary Enrollment Model; National Elementary and Secondary Average Daily Attendance Model; Elementary and Secondary School Current Expenditures Model; Integrated Postsecondary Education Data System (IPEDS): "Fall Enrollment Survey" (various years), "Completions Survey" (various years), and "Finance Survey" (various years); Enrollment in Degree-Granting Institutions Model; Expenditures in Degree-Granting Institutions Model; *Revenues and Expenditures for Public Elementary and Secondary Education*; *Statistics of Public Elementary and Secondary Schools*; *Statistics of State School Systems*; National High School Graduates Model; State Public High School Graduates Model; "Degrees and Other Formal Awards Conferred" surveys; Elementary and Secondary Teacher Model; Elementary and Secondary Teacher Salary Model; and Earned Degrees Conferred Model.

U.S. Bureau of the Census: *Current Population Reports*; "Social and Economic Characteristics of Students," various years.

Other: National Education Association: *Estimates of School Statistics*; Global Insight, Inc. (an economic forecasting service).

For technical information, see the complete report:

Gerald, D.E., and Hussar, W.J. (2003). *Projections of Education Statistics to 2013* (NCES 2004-013).

Author affiliations: D.E. Gerald and W.J. Hussar, NCES.

For questions about content, contact Debra E. Gerald (debra.gerald@ed.gov) or William J. Hussar (william.hussar@ed.gov).

To obtain the complete report (NCES 2004-013), call the toll-free ED Pubs number (877-433-7827), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>), or contact GPO (202-512-1800).

DATA PRODUCTS, OTHER PUBLICATIONS, AND FUNDING OPPORTUNITIES

DATA PRODUCTS

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Data Products

Data File: Local Education Agency (School District) and School Universe Survey Longitudinal Data Files: 1986–1998 (13-year)

These Common Core of Data (CCD) files link local schools and school districts over time and provide imputed values for data that were not originally reported by states. These files include enrollment, free/reduced-price lunch eligibility, and high school completion data, by race and gender. While the statistical techniques used to track agencies and schools over time and extensively impute missing data produce overall reliability, these longitudinal files are not intended to give official state or national totals for any variable included in the CCD. The regular (not longitudinal) public education agency and school universe files should be used when seeking information about individual education agencies, schools, or a state's officially reported data.

The data can be downloaded from the NCES Electronic Catalog in ASCII (with file layouts and corresponding documentation) and SAS formats.

For questions about this data product, contact Lee M. Hoffman (lee.hoffman@ed.gov).

To obtain this data product (NCES 2003–420), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Data File: Common Core of Data Local Education Agency Dropout and Completion Data: School Year 2000–01

This file provides data on dropout and completion counts and rates and enrollment counts for public elementary and secondary agencies (school districts) for the 2000–01 school year. The database provides the following information for each education agency: NCES agency ID code; name, address, and telephone number; number of dropouts by grade, race, and sex; dropout rate by grade, race, and sex; enrollment base used in dropout rate; number of high school completers by race and sex; 4-year high school completion rate by race and sex; and base used in 4-year high school completion rate. Data were provided by state education agencies (SEAs) from their administrative records.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be

used with other statistical processing programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact John P. Sietsema (john.sietsema@ed.gov).

To obtain this data product (NCES 2004–315), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

CD-ROM: Common Core of Data (CCD) School Years 1996–97 Through 2000–01

The Common Core of Data (CCD) is the primary NCES database on elementary and secondary public education in the United States. CCD is a comprehensive, annual, national statistical database of all elementary and secondary schools and school districts, containing data that are comparable across all states. The 50 states and the District of Columbia, Bureau of Indian Affairs schools, Department of Defense Dependents schools, and outlying areas (American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands) schools are included in the collection.

This CD-ROM is a comprehensive source of information about all public elementary and secondary schools in the United States. It presents data from the CCD at the state, local education agency, and school levels. This CD-ROM includes information about the numbers of students, teachers, other education staff, school characteristics, school and school district locale (e.g., rural, suburban, big city), and revenues and expenditures for education from the CCD, as well as community demographics drawn from the 1990 census. It is designed for easy use, and allows the user to create a number of tables.

For questions about this CD-ROM, contact Lee M. Hoffman (lee.hoffman@ed.gov).

To obtain this CD-ROM (NCES 2003–410), call the toll-free ED Pubs number (877–433–7827).

CD-ROM: Baccalaureate and Beyond Longitudinal Study Data Analysis System (DAS) B&B:2000/01

Featured on this CD-ROM are data from the 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). The B&B:2000/01 study collects additional data for 1999–2000 bachelor's degree recipients in 2001, providing a wealth of data on their undergraduate experiences as well as postbaccalaureate enrollment and employment experiences.

This DAS CD-ROM contains the B&B:2000/01 DAS, as well as all other postsecondary longitudinal DASs as of August 2003. These data sets are for public use and do not allow users direct access to the data, but do allow them to design and run basic analyses specific to their needs.

For questions about this CD-ROM, contact Aurora D'Amico (aurora.d'amico@ed.gov).

To obtain this CD-ROM (NCES 2003-173), call the toll-free ED Pubs number (877-433-7827).

National Household Education Surveys Program of 2001: Data Files and Electronic Codebook

The National Household Education Surveys Program (NHES) comprised three surveys in 2001—the Adult Education and Lifelong Learning Survey (AELL-NHES:2001), the Before- and After-School Programs and Activities Survey (ASPANHES:2001), and the Early Childhood Program Participation Survey (ECPN-NHES:2001).

The data, data documentation, and software to help users search through and convert the data into SPSS, SAS, or STATA files are available on CD-ROM. The data files and syntax needed to set up the data files in SPSS, SAS, or STATA can be downloaded directly from the NCES Electronic Catalog. The four-volume documentation for the data sets is also available from the NCES Electronic Catalog. Volume I provides information common to all three of the NHES:2001 surveys and should be referenced before using any of the data files. Volume II provides information specific to ECPN-NHES:2001, volume III provides information specific to ASPANHES:2001, and volume IV provides information specific to AELL-NHES:2001.

For questions about this data product, contact Chris Chapman (chris.chapman@ed.gov).

To obtain this data product (NCES 2003-078), call the toll-free ED Pubs number (877-433-7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Other Publications

NAEP Mathematics 2003 State Snapshot Reports

National Center for Education Statistics

The National Assessment of Educational Progress (NAEP), known as “The Nation’s Report Card,” has

recently released a set of state snapshot reports and a companion report, *The Nation’s Report Card: Mathematics Highlights 2003*, containing the main results of the NAEP 2003 mathematics assessment. A one-page snapshot report is available for each state and other jurisdiction that participated in the NAEP 2003 mathematics assessment. The snapshot reports present brief text describing overall student results, bar charts showing NAEP achievement levels for each year in which the state participated, and tables displaying results by gender, race/ethnicity, and eligibility for free/reduced-price lunch. Trends in scale scores at selected percentiles are also displayed. The companion report provides more extensive information about the results of the 2003 and earlier comparable mathematics assessments.

For questions about these reports, contact Taslima Rahman (taslima.rahman@ed.gov).

To obtain these reports (NCES 2004-457), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

The Nation’s Report Card: Trial Urban District Mathematics 2003 Snapshot Reports

National Center for Education Statistics

The National Assessment of Educational Progress (NAEP), known as “The Nation’s Report Card,” has released one-page reports on mathematics achievement at grades 4 and 8 for the following urban school districts: Atlanta City, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified, New York City Public Schools, and San Diego City Unified. Each report consists of a printable page in PDF format containing overall results for each district, student percentages at NAEP achievement levels, performance of NAEP reporting groups in each district, average mathematics score gaps between selected groups, and scale scores at selected percentiles.

For questions about these reports, contact Lisa Ward (lisa.ward@ed.gov).

To obtain these reports (NCES 2004-454), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

NAEP Reading 2003 State Snapshot Reports

National Center for Education Statistics

The National Assessment of Educational Progress (NAEP), known as “The Nation’s Report Card,” has released a set of state snapshot reports and a companion report, *The Nation’s Report Card: Reading Highlights 2003*, containing the main results of the NAEP 2003 reading assessment. A one-page snapshot report is available for each state and other jurisdiction that participated in the NAEP 2003 reading assessment. The snapshot reports present brief text describing overall student results, bar charts showing NAEP achievement levels for each year in which the state participated, and tables displaying results by gender, race/ethnicity, and eligibility for free/reduced-price lunch. Trends in scale scores at selected percentiles are also displayed. The companion report provides more extensive information about the results of the 2003 and earlier comparable reading assessments.

For questions about these reports, contact Taslima Rahman (taslima.rahman@ed.gov).

To obtain these reports (NCES 2004–456), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

The Nation’s Report Card: Trial Urban District Reading 2003 Snapshot Reports

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The National Assessment of Educational Progress (NAEP), known as “The Nation’s Report Card,” has released one-page reports on reading achievement at grades 4 and 8 for the following urban school districts: Atlanta City, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified, New York City Public Schools, and San Diego City Unified. Each report consists of a printable page in PDF format containing overall results for each district, student percentages at NAEP achievement levels, performance of NAEP reporting groups in each district, average score gaps between selected groups, and scale scores at selected percentiles.

For questions about these reports, contact Lisa Ward (lisa.ward@ed.gov).

To obtain these reports (NCES 2004–453), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Financial Accounting for Local and State School Systems: 2003 Edition

Core Finance Data Task Force, National Forum on Education Statistics

This NCES handbook has been designed as the national standard for state departments of education to use in reporting financial data and for school districts to use in preparing their comprehensive annual financial reports (CAFRs) that are submitted to their respective state departments of education. The purpose of the handbook is to ensure that education fiscal data are reported in a comprehensive manner. This 2003 edition contains guidance conforming to Governmental Accounting Standards Board statements, up to statement 39. There are chapters on budgeting, governmental accounting, and financial reporting. Account codes have been updated to reflect changes in the new reporting requirements and developments in technology and security. There are also special chapters on accounting student activity funds and a model for school-level program cost accounting.

The 2003 revision of *Financial Accounting for Local and State School Systems* reflects the many changes that have taken place since its initial publication in 1980 and modest update in 1990. It is anticipated that this handbook will receive periodic updates to ensure that contemporary issues are regularly incorporated into the accounting guidance for schools. The online version of this handbook will be updated as revisions are approved.

For questions about this handbook, contact Frank H. Johnson (frank.johnson@ed.gov).

To obtain this handbook (NCES 2004–318), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Programs and Plans of the National Center for Education Statistics, 2003 Edition

William C. Sonnenberg (editor)

This report summarizes current NCES statistical programs, major publications, and plans for future work. It includes descriptions, timelines, and plans for all NCES data collections, such as the Common Core of Data, Integrated Postsecondary Education Data System, National Assessment of Educational Progress, Early Childhood Longitudinal Study, Trends in International Mathematics and Science Study, and National Postsecondary Student Aid Study. Also included are descriptions of NCES centerwide programs and services, such as statistical standards, training, technology, and customer service.

Editor affiliation: W. Sonnenberg, NCES.

For questions about content, contact William C. Sonnenberg (william.sonnenberg@ed.gov).

To obtain this publication (NCES 2004-027), call the toll-free ED Pubs number (877-433-7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

NCES Nonfiscal Data Handbook for Early Childhood, Elementary, and Secondary Education

NCES Working Group

The *NCES Nonfiscal Data Handbook* was developed to provide guidance concerning the consistent maintenance of student, staff, and education institution information. This handbook defines data elements and definitions describing students, staff, schools, local education agencies (LEAs), intermediate educational units (IEUs), and state education agencies (SEAs) in early childhood, elementary, and secondary education. It is intended to serve as a reference for public and private education agencies, schools, early childhood centers, other educational institutions, and researchers involved in the collection of education data. This handbook contains no data and is updated annually.

For questions about this handbook, contact Lee M. Hoffman (lee.hoffman@ed.gov).

To obtain this handbook (NCES 2003-419), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Training and Funding Opportunities

Training

This summer, NCES is offering a series of advanced-studies seminars on the analysis of the following NCES databases:

- Education finance data from the Common Core of Data (CCD) (May 24–26)
- National Education Longitudinal Study of 1988 Eighth-Graders (NELS:88) and Education Longitudinal Study of 2002 Tenth-Graders (ELS:2002) (May 26–28)
- Progress in International Reading Literacy Study (PIRLS) (June 28–30)
- Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) (July 6–9)
- National Household Education Surveys Program (NHES) (July 14–16)
- National Assessment of Educational Progress (NAEP) (July 20–23)
- Schools and Staffing Survey (SASS) (August 4–6)

These seminars are designed for researchers in academic communities and other research communities (e.g., federal agencies, research organizations, and think tanks that are interested in quantitative studies). Each multi-day seminar is held in the Washington, DC, metropolitan area and covers several topics, including the nature and content of the database, computer software for accessing and analyzing the data, and funding opportunities. Seminar activities include lectures, illustrations, demonstrations, and hands-on practice. At the end of each seminar, participants are expected to make a brief presentation describing their analyses and findings.

For more information, contact Beverly Coleman (beverly.coleman@ed.gov).

The AERA Grants Program

Jointly funded by the National Science Foundation (NSF), NCES, and the Institute of Education Sciences, this training and research program is administered by the American Educational Research Association (AERA). The program has four major elements: a research grants program, a dissertation grants program, a fellows program, and a training institute. The program is intended to enhance the capability of the U.S. research community to use large-scale data sets, specifically those of the NSF and NCES, to conduct studies that are relevant to educational policy and practice, and to strengthen communications between the educational research community and government staff.

Applications for this program may be submitted at any time. The application review board meets three times per year. The following are examples of grants recently awarded under the program:

Research Grants

- Lynn Addington, American University—Educational Repercussions for Victims of Bullying and School Crime: A Longitudinal Analysis of the School Crime Supplements
- Marigee Bacolod, University of California, Irvine—Equalizing Educational Opportunities: Who Teaches and Where They Choose to Teach
- William Carbonaro, University of Notre Dame—Racial/Ethnic Differences in College Graduation: The Lasting Effects of Students' High School Experiences
- Thomas Dee, Swarthmore College—A Teacher Like Me: Does Race, Ethnicity or Gender Matter?
- David Figlio, University of Florida—Inside the “Black Box”: School Responses to Accountability Pressure
- Janet Holt, Northern Illinois University—Racial and Gender Gaps in Math and Science Educational and Occupational Persistence: Exploring Critical Transitions Using Growth Mixture Modeling
- Kim Lloyd, Washington State University—Affirmative Action and the Texas Top 10% Policy: Minority Representation and Success in Selective Public and Private Universities Under Alternative Policy Regimes
- John Logan, University at Albany, SUNY—*Brown v. Board of Education* at 50: Desegregation Orders and Public School Integration
- Sean Reardon, Pennsylvania State University—Understanding the Growth of Achievement Inequality in the Early Years of Schooling

Dissertation Grants

- Sharon Christ, University of North Carolina, Chapel Hill—Discipline Policy and Tracking Policy Effects on the Political Socialization of Students: How Middle and High Schools Regulate and Organize Students for Active Democratic Citizenship
- Gayle Christensen, Stanford University—What Matters for Immigrant Achievement Cross-Nationally? A Structural Equation Model Comparing Immigrant and Non-Immigrant Student Achievement
- Allison Gruner, Harvard University—Inclusion: What is the Impact on Students Without Disabilities?
- Michal Kurlaender, Harvard University—Reinforcing Disadvantage or Increasing Opportunity? Alternative Routes to Educational Attainment
- Megan Kurlychek, Pennsylvania State University—The Multilevel Context of School Crime: Assessing the Relative Contributions of Student, School and Community Characteristics
- Yan Lee, University of California, Los Angeles—Are There Competitive Effects of School Choice on Traditional Public Schools? The Case of Michigan Charter Schools
- Kimberly Lowry, University of Central Florida—The Paths to Becoming a Mathematics Teacher
- John Luczak, Stanford University—Who Will Teach in the 21st Century? Beginning Teacher Training Routes and Attrition Rates

For more information, contact Edith McArthur (edith.mcarthur@ed.gov) or visit the AERA Grants Program web site (<http://www.aera.net/grantsprogram>).

The NAEP Secondary Analysis Grant Program

The NAEP Secondary Analysis Grant Program was developed to encourage education researchers to conduct secondary analysis studies using data from the National Assessment of Educational Progress (NAEP) and the NAEP High School Transcript Studies. This program is open to all public or private organizations and consortia of organizations. The program is typically announced annually, in the late fall, in the *Federal Register*. Grants awarded under this program run from 12 to 18 months and awards range from \$15,000 to \$100,000. The following grants were awarded for fiscal year 2003:

- Dr. Duncan Chaplin, Urban Institute—Estimating Relationships in NAEP
- Linda Cook, Educational Testing Service—Are the Inclusion Policies and Practices for State Assessment Systems and NAEP State Assessments Aligned?
- Dr. Louis DiBello, Educational Testing Service—Skill Profiles for Groups of Students at a Given NAEP Scale Level—Development and Demonstration
- David Grissmer, RAND—Analysis of Central City NAEP
- Andrew Houtenville, Cornell University—Monitoring Students With Disabilities Using NAEP Data
- Brian A. Jacob, Harvard College—Test-Based Accountability and Student Achievement: An Investigation of Differential Performance Trends on NAEP and State Assessments
- Akihito Kamata, Florida State University—Differential Item Functioning Analyses for Students With Test Accommodations on NAEP Test Items
- Donald J. Leu, University of Connecticut—The Impact of Computer Access and Use on Student Reading Achievement
- Christopher Swanson, Urban Institute—Measuring Classroom Instruction Using NAEP

For more information, contact Alex Sedlacek (alex.sedlacek@ed.gov).

AIR Grants Program

The Association for Institutional Research (AIR), with support from NCES and the National Science Foundation (NSF), has developed a grants program titled Improving Institutional Research in Postsecondary Educational Institutions. The goals of this program are to provide professional development opportunities to doctoral students, institutional researchers, educators, and administrators, and to foster the use of federal databases for institutional research in postsecondary education. The program has the following four major components:

- dissertation research fellowships for doctoral students;
- research grants for institutional researchers and faculty;
- a Summer Data Policy Institute in the Washington, DC, area to study the national databases of NSF and NCES; and
- a senior fellowship program.

Calls for proposals go out in spring, and proposals are normally accepted through June 30 for work starting no later than September 1 of each year. The following are examples of grants awarded for fiscal year 2003.

- Lamont A. Flowers, University of Florida—Labor Market Outcomes of African American College Graduates
- Heidi Grunwald, University of Michigan—Factors Affecting Faculty Use of Instructional Technology in Traditional Classrooms: A Hierarchical Linear Model Approach
- Aruna Lakshmanan, Louisiana State University—A Longitudinal Study of Adolescent Educational Aspirations and Their Relation to College Choice Using Hierarchical Linear Modeling and Group-Based Mixture Modeling
- Sang Min Lee, University of Florida—Identifying Longitudinal Causal Model for Postsecondary Educational Attainment for Low Socioeconomic Status Students
- Susan Carol Losh, Florida State University—It's in the Details: Dimensions of Education, Gender,

and Relations Among Basic Science Knowledge, Attitudes, Understanding Scientific Inquiry, and Pseudoscience Support in the American General Public

- Stephen R. Porter, Wesleyan University—Educating Future Scientists: Understanding the Impact of Baccalaureate Institutions on the Decision to Pursue Graduate Studies in Science and Engineering
- Jim S. Settle, University of Missouri-St. Louis—The Effect of Socioeconomic Status on Year-to-Year Persistence of First-Generation and Continuing-Generation College Students at Two-Year and Four-Year Institutions
- Leslie Stratton, Virginia Commonwealth University—The Sensitivity of Attrition Models to the Timing and Duration of Withdrawal: Analysis Using Beginning Postsecondary Longitudinal Data from 1990–1994

For more information, contact Susan Broyles (susan.broyles@ed.gov) or visit the AIR web site (<http://www.airweb.org>).

NPEC/AIR Focused Grants

The National Postsecondary Education Cooperative (NPEC) and the Association for Institutional Research (AIR) are pleased to announce the inaugural year of a focused grant program that will fund research and studies to increase understanding and knowledge in a specific issue area that has been identified by the NPEC Executive Committee as critically important to the postsecondary education community. This year the focus is on student success. Proposals may suggest undertaking a variety of activities that focus on student success. Proposals are due January 15 of each year and the grant award period is June 1, 2004, through May 31, 2005.

In 2004, NPEC and AIR plan to make 5 to 10 one-year grant awards ranging up to \$15,000 for dissertation work and up to \$30,000 for other activities. Grant recipients should plan on making a presentation of their work at NPEC's national conference in 2006. Travel to the conference will be paid by NPEC.

For more information, contact Roz Korb (roslyn.korb@ed.gov) or visit the AIR web site (www.airweb.org) for more information and instructions for writing and submitting proposals.

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